EXPLORING THE MEDIATING OF GRADE 12 HISTORY TEACHING AND LEARNING THROUGH THE USE OF THE INTERNET BASED RESOURCES IN A PUBLIC HIGH SCHOOL IN KWAZULU-NATAL: A CASE STUDY OF A HIGH SCHOOL IN ETHEKWINI SOUTH

By

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Abstract

The study uses a case study of a public high school in Ethekwini (Durban) south in KwaZulu-Natal to find out about the mediating of Grade 12 History teaching and learning through the use of the Internet-based resources. The researcher taught History for more than seventeen years in a disadvantaged high school. In all those years he noticed that the allocation of resources in schools was done according to subjects offered. In his observation, History is perceived as the less demanding of them all. As a result of that when best technologically enhanced teaching resources are distributed it is often left behind. Literature also confirm that History is marginalised in schools as teachers do not use electronic or technologically enhanced resources to tackle higher order skills (Guy, 2002; Rapoussi & Tutiaux-Guillon, 2010; Zhao, 2004). The study employs qualitative interpretive strategy as it may help in revealing personal preferences and experiences of individual participants.

The study frames its theory on Entertainment-Education Theory as it relates to its questions. Data was generated through semi-structured interviews of two Grade 12 History teachers; document analysis and observation were used as they compliment interviews. The purpose of this study is to explore the mediating of Grade 12 History teaching and learning through the use of the Internet-based resources in a public high school, find out how these resources are used and why they are used by teachers. Guided analyses were used in this study as it came from its theory and data generated. Results signalling identified themes were reported. The findings of the study indicated that teachers mediate teaching and learning through the use of the Internet-based resources to enhance teaching and learning. The study further revealed that there is a need and awareness for teachers to develop their skills in using these resources. The study concluded with recommending that there is a need to mediate History teaching and learning to address the 21st century skills with diverse challenges. These findings may be used by the Department of Education, schools, teachers, universities, parents, learners, and other relevant stake-holders.

SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval.

Bheki Khoza
Dr

DECLARATION

I Dongwa Timothy Tshabalala, declare that:

I. The research report in this dissertation, except where otherwise indicated is my original work.

II. This dissertation has not been submitted for any degree or examination in any other university.

III. This dissertation does not contain other person's data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

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D.T. Tshabalala

Dedication

Praise to Almighty God, the Most Gracious; the Most Merciful for all the courage, strength and ability to do this study.

To my nieces and nephews: Nhlanhla, Mpumi, Mfundo, Katleho and Zinhle. I hope this will inspire you to be more committed and focused in your work as you go from strength to strength.

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❖ **CHAPTER ONE**

CONTEXT, OBJECTIVES AND OVERVIEW

1.1 Introduction

The teaching of History as a subject in South African schools is not well known for its use of the Internet-based or the Information and Communication Technologies-based resources (ICT). However, the shortage of textbooks and difficulties associated with their distribution to schools calls for an alternative to hard copy textbooks. According to the Department of Basic Education (2011), the number of learners with access to the required textbooks and workbooks for the whole school year is only 64% nationally and 65% in KwaZulu-Natal (Grade 4-7, no information for other grades is available). The shortage and the late arrival of textbooks in schools may be supplemented with media, such as the Internet, as it permits access to a volume of information well beyond the best stocked book collections may allow (Department of Basic Education, 2011). This suggests that History teachers should consider the use of the Internet-based resources in order to have access to more information as compared to that in textbooks only. In so doing, History teachers would be reducing the entrenched digital divide between the current in-service teachers and the pre-service teachers for whom Information and Communication Technology (ICT) is intended to become a mandatory component from 2014 (Department of Education, 2004; Department of Basic Education, 2011). Mediating Grade 12 History teaching and learning through the use of the Internet-based resources suggests that appropriate teaching material may be developed. In so doing the study of History may realise the potential to stimulate the imagination, to excite and to thrill as part of the highest value in effective education (Guy, 2002). This chapter briefly attempted to describe the current use of the Internet-based resources by Grade 12 History teachers in a public high school in South Africa. In so doing it attempted to highlight the problem of the study, showed the rationale and objectives of the study, and concluded with a brief overview of the study.

1.2 Historical background and current context

The teaching of History as a subject in South African high schools is a complex and challenging responsibility as a result of its diverse communities with contradictory past. Many South African History books reflect the biases of the colonisers in their attempt to justify the process of colonisation and oppression by explicitly or implicitly ignoring the perspectives of the colonised (Department of Basic Education, 2011). This implies that different media need to be considered to address the biases created by History textbooks. The use of different media, such as electronic resources, in teaching History in South African schools is perceived as an unnecessary exercise by questioning its role with regard to market related skills. According to Guy (2002), the crucial role of History is to celebrate South African achievement and serve as an instrument to develop skills and values. This suggests that there is a need to consider the achievements made by South Africans while at the same time using History teaching as a tool to develop skills and values that can be market related.

The task of relating History to different media such as the Information and Communication Technologies (ICT) as a subject can be challenging as it is generally perceived not to be challenging enough to justify the use of the (ICT). This perception is supported by the research findings where in certain cases History teachers in South Africa do not use the electronic resources sold with History textbooks (Repoussi & Titiaux-Giuillon, 2010). It is important to find out why History teachers do not use electronic resources even if they may help them to reach out to their, mostly young, History learners. Literature reveals that adolescents in South Africa who are mostly in high schools frequently use virtual media like the Internet. According Esterhuyse (2002), most virtual personae tend to reflect the perceived ideas of adolescents in modern society. This suggests that History teachers need to know and understand the current trends and modes of communication in order to reach out to History learners. In so doing they would be able to address the requirements of the e-Education (White Paper 7) in South Africa by exposing themselves and their learners to the ICT irrespective of the subject taught or learnt in the Further Education and Training Band (FET) or grade 10-12 classes, (Department of Basic Education, 2011). History teachers need to understand that the ICT is part of the modern tools of communication and teaching globally. In its approach to improve the quality of learning and teaching the Department of

Basic Education considers using technology as a means to e-Learning in order to address the needs of the new generation of young people growing up in a digital world (Department of Education, 2004). In order to address the needs of the new generation, teachers need to be developed to have capacity to teach in the digital world. The government introduces ICT as a strategy to improve the quality of learning and teaching across the education and training system (Department of Education, 2004). This suggests that the government strategy should relate to the conceptual framework to yield the desired results. There is a need for a new understanding to address the theory and practice for History teachers in order to improve the quality of learning and teaching.

1.3 The problem of the study

The teaching of History as a discipline is important in the education system of South Africa as it helps to create common values of South African nationhood. The analysed evidence from the report of the History/Archaeology Panel to the Minister of Education published in 2000 showed that History teaching was marginalised in South African schools (Guy, 2002). This implies that common values cannot be realised when History is not accorded the status that will make it help in the realisation of those values in high schools. There are different reasons given for not teaching History in schools, some of them are inadequate resources, its inability to relate to market related skills and the questioning of its relevancy to life. At the present stage, learners with access to a library in schools or media centres that fulfils certain minimum standards nationally is 44% and 39% in KwaZulu-Natal (Grade 1-7, other grades not available; Department of Basic Education 2011, p. 203). History teachers need to consider these challenges when choosing their teaching resources. The resources used in teaching History are important as they may help or hamper the process of teaching and learning. Some of the challenges faced by History teachers are their inability to use modern technology or resources such as DVDs and CD-ROMs (Repoussi & Tutiaux-Guillon, 2010). There is a need for History teachers to use electronic resources in order to develop values and skills that will make History teaching and learning relevant to everyday challenges faced by both teachers and learners. In so doing the marginalisation of History will be addressed and the use of modern technology by History teachers will improve.

1.4 Rationale and objectives of the study

The researcher has chosen this study because of personal interest in the teaching of History subject in schools. The researcher taught History for more than seventeen years in a disadvantaged high school. In all those years the researcher noticed that the allocation of resources in schools is done according to subjects taught. Through observation, History is perceived as the least demanding of them all. As a result when the best technologically enhanced teaching resources are distributed, it is often left behind. The researcher thinks it is important to conduct a study in order to address this problem. The researcher has also been motivated by his role as a presenter of History-related matters in the National Strategy for Learner Attainment (NLSA) and using modern technology on SABC radio station. In his honours degree the researcher was further motivated by online learning resources in Curriculum Studies.

The literature reviewed (in this study) revealed that History as a school subject is not often accorded the same status with other subjects with regard to the distribution of teaching and learning resources. Where it is accorded the same status, History teachers do not engage learners in higher-order thinking activities. Studies conducted revealed that in Social Studies as an interdisciplinary course (including anthropology, geography, history, law, philosophy, political science, psychology, religion and sociology) teachers are among the least likely to use technology in the curriculum. They are also among the least likely to involve students in higher-order thinking activities (Zhao, 2004). Social Studies may be compared to the Human Social Studies in South Africa where history, geography, life orientation and religion studies are grouped together (Department of Education, 2008). It is important to note that the findings of this study by Zhao are related to the USA context. Other studies conducted in Africa showed that in South Africa and Africa, the Information and Communication Technology (ICT) greatly influenced and improved the productivity and efficiency of both teaching and learning (Mdlongwa, 2012). Although there are positive findings from this study there was analysed evidence regarding the marginalisation of History teaching in South African schools (Guy, 2002). These studies showed different levels of engagement in teaching and learning with regards to the use of the Internet-based resources or technologically enhanced resources. The use of the Internet-based resources alone cannot be

seen as a solution to the marginalisation of History teaching in schools. It is important to find out which Internet-based resources are used by History teachers, how and why they use those resources for teaching and learning. This study attempted to explore the types of Internet-based resources that are used by Grade 12 History teachers, as well as, how and why they use them.

The findings of this study may be used as a guide by the Department of Education, schools, teachers, universities, parents, learners and other relevant stake holders as to what kind of the Internet-based resources may be considered in the teaching of History in schools.

1.5 Key questions of the study

This study aims to explore the mediating of Grade 12 History teaching and learning through the use of the Internet-based resources by finding out the types of the Internet-based resources used by Grade 12 History teachers, how and why they use these resources in their context in a public high school. In an attempt to find answers to these questions, the study based its approach on three key research questions as follows:

What Internet-based resources do Grade 12 History teachers use?

How do Grade 12 History teachers use the Internet-based resources?

Why do Grade 12 History teachers use the Internet-based resources the way they do?

In its attempt to respond to the first question, document analysis and online resources used by participants were identified. In responding to the second question participant observation of the participants took place in order to generate data. In response to the third question participants were interviewed to find out their reasons of using the Internet.

1.6 Significance of the study

The findings of this study may be used as a guide by the Department of Education, schools, teachers, universities, parents, learners and other relevant stake holders as to what kind of the Internet-based resources may be considered in the teaching of History in schools.

1.7 Key concepts

Concepts

This study used concepts within the context of literature reviewed while acknowledging that there is broader conceptual meaning to that:

A *Learning resource* is any person or thing that communicates learning (Khoza, 2012).

The *Internet* is an interlinked and independent system of extensive computer networks (Heide & Stilborne, 2004). It is not limited to one or a particular application but is instead based on multiple applications.

Information and Communication technologies (ICT) are a combination of networks, hardware and software as the means of communication, collaboration and engagement to enable the processing, management and exchange of data, information and knowledge (Department of Education, 2004).

e-Education is about connecting teachers and learners to better and larger systems of professional, pedagogical, curricular and assessment ideas and information in order to improve education through resources such as ICT (Department of Education, 2004).

e-Learning is a flexible use of ICT resources, tools and applications such as Internet, CD-ROM, software and includes other media and telecommunications (Department of Education, 2004).

A *Teacher* is a person who conducts classroom and management duties in the education place and consistently assesses the learners and his/her own performance and acts as the facilitator of learning process (Deacon & Parker, 1999).

History is a study of change and development in society over time and space; it draws from an archaeology, palaeontology and oral history (Department of Education, 2008).

A *Public school* may be an ordinary public school or a public school for learners with special education needs (South African Schools Act 84 of 1996).

1.8 A brief overview of the study

The other remaining part of the study focused on the following sections: literature review, research methods and data analysis as well as the recommendations of the study based on the data generated.

1.8.1 Literature review

Literature review is important for any study as it helps in providing current issues and debates in a topic of interest. Ultimately, it is crucial to integrate the literature review with the study being conducted (Punch, 2006). In its literature review, the study consulted both global and local literature to determine the types of the Internet-based resources used in teaching History in schools, as well as how and why these resources were used by teachers. In so doing, the study attempted to reveal possible ways of using the Internet-based resources to teach History in schools. According to Clarke (2008); Dobozy (2011); Dryden (1999) and Siebörger (2006), the teaching of History is disinteresting for learners despite the use of electronic resources. This showed that a mere use of the Internet-based resources may not be assumed to be sufficient for effective and meaningful use of the resource. Khoza (2012) points to the need for Ideological-ware (IW) in support of the Soft-ware and the Hard-ware (SW & HW) in order to make teaching with electronic resources effective and meaningful. This suggests that History teachers should consider the relationship between the Internet-based resources they use and their purpose of teaching. Furthermore, the study used literature review to develop and organise its conceptual and theoretical framework in order to respond to research questions.

1.8.2 Research design and methodology

Darko-Ampen (2004); Henning, Gravert and van Rensburg (2005) claim that research design is a logical sequence of a study by linking the empirical data to the research questions from the beginning to the conclusion. This study used the qualitative research method. The qualitative method enhances the researcher's understanding of the nature, process and experiences of practice (Higgs & Cherry, 2009). In employing qualitative method, the study used a case study strategy as it enabled it to use an interpretive paradigm (Punch 2006). Rule and John (2011) claim that case studies can generate an understanding of a particular instance and insight by providing thick, rich description of the case and illuminate its relationship to its broader context. In an interpretive paradigm reality, and meaning depends on many factors such as time, space, the views of the person concerned; and the language and symbols used by researchers to describe, explain and understand the phenomena (Maree & van der Westhuizen, 2009). This study intended to identify the Internet-based resources used by Grade 12 History teachers, how, and why they use them the way they do. In so doing, it intended to get an in-depth knowledge and deeper understanding of the reasons they gave in using these resources in a public high school. Therefore, the study chose to employ a qualitative method based on interpretive paradigm and a case study strategy. These enabled it to relate to the Entertainment Education Theory (EET) where all participants and their context enhance and play a major role in understanding the phenomena understudy.

1.8.3 Data analysis

Guided analyses were used in this study because its analysis came from both the theory (Entertainment Education Theory) and the data. Guided analysis flexibly allows researchers to modify principles of theories to accommodate important issues emanating from data (Samuel, 2009). A description of analysis was provided (Welman, Kruger & Mitchell, 2005). The grouping, categorising and relating of concepts was undertaken (Rice & Ezzy, 2000). Categories, themes, or dimensions of information from segments of data and theory were

identified and related to the literature (de Vos, Strydom, Fouché & Delport, 2005). Results signalling identified themes were reported.

1.8.4 Findings and recommendations

The research findings and recommendations helped to identify existing gaps and possibilities in the use of the Internet-based resources for teaching History at school level. This may provide guidance to teachers, schools, the Department of Basic Education and other relevant institutions. Findings and recommendations were based on research questions that address the use of the Internet-based resources by Grade 12 History teachers, how and why they use them.

1.9 Chapter summary

This study has six chapters; the first chapter intends to deal with issues related to the problem of study, the rationale and objectives. It further intends to examine the background to the study and the current existing situation in relation to it. The chapter also focuses on examining its own importance based on the questions it sought to address.

The second chapter will attempt to tackle the international and local literature review based on the research questions. This chapter attempts to examine similarities and dissimilarities of literature with regard to the research topic and research questions.

The third chapter intends to focus on the research paradigm and theoretical framework pertaining to the study. It will attempt to explain the logic of its application in this given situation.

The fourth chapter intends to deal with the research methodological design. It will attempt to outline how data would be generated, presented, analysed and discussed in this study. The chapter will further attempt to tackle the advantages and disadvantages of data generation methods. Ethical issues will also be the focus of this chapter.

The fifth chapter intends to deal with data presentation, analysis and the discussion of thereof. It will attempt to present the findings based on critical research questions according to themes and categories identified.

The sixth chapter will attempt to present the summary of the study and its research conclusions together with its recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter focused on the purpose, rationale and objectives of the study with the intention to respond to research questions within a given research design. The chapter further showed its intended approach to the literature review in order to determine possible alternatives in dealing with the question at hand. This section will review literature related to the objectives of the study, beginning with curriculum transformation since 1994 and its impact on the teaching of Grade 12 History in South African schools. In its approach to literature review the study drew from international and local literature and frame these around the style of presentation; its reflection on the participants; methodology used by the study; the findings of the study; and interpretation of the findings of the study. Finally, this section attempted to describe the differences and similarities on the literature reviewed in relation to the use of the Internet-based resources, the way they are used and the reasons provided for their use in teaching Grade 12 History both internationally and locally.

After the 1994 elections, South Africa had to move away from the old apartheid education system described by Jonathan Jansen as "racist, Euro-centred, sexist, authoritarian, prescriptive, unchanging, context blind and discriminatory" (Jansen, 1999, p.4). The kind of curriculum described by Jansen informed the kind of History that was taught in South African schools, which is described by Dryden as:

> History teaching in South Africa under the NP [government] occupied an important place in the government's apartheid strategies for education. The history taught in schools was ideologically and politically linked to the prevailing regime. It served to explain and legitimise the racial hierarchy of South African society and to teach students of different population groups about their places in that hierarchy... In all of these schools, the vision that history created was one of legitimate domination by a white minority (Dreyden, 1999, p.3).

This indicates that History was used as a tool to enforce apartheid policy and legacy. In this process the perception of History, as a school subject, became distorted as it became a means to coerce and control the targeted groups by the dominant forces of the day. In its attempt to undo what the previous government did, the new democratic government had to transform the curriculum of the 19 different racial and ethnic Departments of Education which were characterised by massive inequalities in terms of material and human resources between blacks and whites (Jansen, 2003, p.86). These complications and challenges have continued to exist in many History classes up to the present day. A number of schools have decided to do away with History at Further Education and Training Band (FET) or Grade 10 to 12. By so doing it implies that they are explicitly or implicitly in denial that this kind of history existed in South Africa and that something need to be done about it. The present democratic government envisions that there is a dedicated need to heal the divisions of the past by fostering a new sense of South African nationhood and this is the premise on which the new curriculum is based. If we are to use education to bring about a society that values equality and rejects prejudice, understanding this history is obviously important (Department of Basic Education, 2011).

In using education to transform South Africa there is a need to transform teaching and learning in the classroom as the classroom environment is a microcosm of the society. Teaching a subject like History in South Africa needs special skills, methods and resources that will enhance the values of equality and reject prejudice. By doing so, South Africa will not only transform its education, but its resources as well which will enable it to adapt and compete in the global stage. Research shows that South Africa has a challenge to transform its economy from being resource-based to knowledge-based and is capable of doing so (GESCI, 2011). This implies that History may play a pivotal role in the transformation towards knowledge-based economy.

The role of History teachers becomes crucial with regard to the knowledge, skills and the resources they use in teaching History in schools. The primary tools to build social cohesion are, improving the quality of education; poverty and inequality reduction; and the elimination of spatial segregation and unemployment (National Planning Commission, 2011). This implies that History needs to take a centre stage in determining the future of

South African education. In order to deliver a quality public education, History teachers will need quality teaching resources that will allow an integrated practice with a collaborative approach that engages authentic, creative and problem solving abilities against the current teacher-centred, task-centred, memory-based education (Department of Education, 2004). By so doing they will help eliminate barriers to learning that emanate from everyday teaching of the curriculum. In order to address these barriers, the Government set out guidelines (as early as 1997) to spread ICT in South African schools by setting up the SchoolNet project. This culminated in e-Education Policy or White Paper 7 of 2004 (GESCI, 2011; Department of Basic Education, 2011). It is within this framework that History teachers need to adapt to new ways of teaching History with the Internet-based or technologically enhanced resources. History teaching should ensure that learning takes place, as teaching informs learning; they are inseparable like the two ends of a string. The Department of Basic Education perceives learning and teaching to be taking place in the following terms:

> Learning is a cognitive process of acquiring a skill or knowledge; a relatively permanent change in immediate or potential behaviour that results from experience... Teaching is a practice that involves instructing, informing and guiding; imparting knowledge or skills to help a person to learn (Department of Basic Education, 2010, p.4-5).

This suggests that in their use of technologically-enhanced or Internet-based resources, History teachers need to ensure that these resources lead to teaching and learning processes in the History subject. This makes it important for them to choose the relevant resources that relate to History as a subject. Since the 1994 curriculum is undergoing the process of transformation in South Africa that includes History as a subject. Siebörger (2006) argues that since 1990 almost all countries have introduced an outcomes-based History curriculum. This suggests that there is global influence in the teaching of History in South Africa. Research shows that subject content knowledge is a major challenge to teachers in South Africa (Department of Basic Education, 2011). Although these findings relate to Mathematics in Grade 4 and 6, they may also reflect on what might be happening in other subjects and Grades in terms of subject content knowledge.

The Department of Basic Education emphasises the use of additional resources such as newspapers and magazines, TV/DVDs and/or CD player, and the Internet in support of the textbooks (Department of Basic Education, 2011). This suggests that teachers should be capacitated to use a variety of teaching and learning resources in order to address various levels and ways of learning for their learners. By doing so they may understand the challenges they are faced with and determine gaps that exist in teaching History as a subject. The following section focused on the use of the Internet-based resources by History teachers at international and local levels.

2.1.2 Literature about the use of the Internet-based resources in teaching History internationally

Different studies showed that technology impacts on the way education is accessed and delivered globally and locally. This section focused on international literature as South Africa is integrally part of the global 'village' and international literature may reveal interesting observations within the South African context. The advent of the Internet as an interlinked and extensively independent tool for multiple applications took the technological revolution to another level. It is important to note that books on the origin of the Internet, based on Historical literature, point out that historical tensions of the Cold War between the Soviet Union (Russia) and the United States of America (USA) between 1957 and 1966 had crucial influence on its future use (Brooks, Nolan & Gallager, 2001). This signalled the importance of History as a driving force in global revolution. Although it took the scientific proposal in 1989 to use the Web to access and share documents, historical studies are still one educational area that greatly benefited from the growth of technology (Brooks, Nolan & Gallager, 2001); (Green, Brown & Robinson, 2008). A study by Lee (2002), in relation to the methods and pedagogic use of digital historical resources in the US revealed that there is a great demand for digital historical resources. These resources may however, adhere to the academic and pedagogic demands of teachers. This implies that History has a continuous and major role to play in the global education platform.

Mason (2001) argues that there is a need for pedagogic evolution by using the technology to arrive at new perspectives that will encourage learning which is supported in the online environment. Participants in Mason (2001) article varied as online responses were received from the conference proceedings of the online learning and other interested parties. Mason used document discussion to argue, based on different approaches that pedagogic evolution is not about new and different methods, but rather the experience of working with the technology. This suggests that History teachers need to address the pedagogic Historical issues around the use of technology for teaching in order to arrive at new perspectives.

In the late 1980's and 1990's, events in Eastern Europe led to a development of a multi-perspective approach to teaching History where "another's or other's" perspectives are taken into account in addition to 'our own' (Stradling, 2003). Stradling (2003 reflects on discussions held in various parts of Europe under the auspices of the Council of Europe. History teachers, students, curricular planners, authors and publishers and, non-governmental organisations (NGO's) took part in different conferences, workshops and in-service seminars tackling issues of multiperspectivity in History teaching. The author asserts that this concept was rarely used in school-based history context until 1990 when it became widely used in Europe. He further states that the concept considers that historical phenomena can be interpreted and reconstructed from a variety of perspectives by reflecting the limitations of evidence and the subjective interests in contrast to the old traditions of mono-history education of the dominant groups/forces in the world. This suggests that the use of the Internet-based resources with its ability to present diverse material, is crucial for this approach to teaching History.

Haydn (2006) conducted a small scale survey, through telephone interviews, emails, posts and questionnaires in secondary schools in the UK in an attempt to explore the perception of teachers about the use or non-use of computers in teaching History. In this survey, 42 responses were received in May 2000 to May 2001. The study revealed that television and video were the most popular medium, followed by the Internet and then the Word Processor. The most useful for teaching History were Word Processor, followed by television and video and then the Internet. The findings further indicated that information overload, lack of time, lack of professional dialog between teachers, pressure to cover curriculum and lack of

flexible access to use computers prevented teachers from using computers for teaching and learning. The study concluded that there is a need to develop a relationship between the technology and the subject for which it is used. However, there is a cynical tendency by History teachers in using the 'new' technology when teaching the subject. Their cynicism impacts negatively on the importance and future of History as a subject. This study showed that more than a half of teachers who took part were reluctant to use computers in their teaching as a result of the reasons mentioned above.

Similar findings were made in the USA; teachers in Social Studies as an interdisciplinary course (including anthropology, geography, history, law, philosophy, political science, psychology, religion and sociology) are among the least likely to use technology (Zhao,2004). Zhao (2004) conducted a pilot study in Georgia; seventeen participants used different technological instruments at varying scales. This pilot study revealed that teachers in Social Studies are the least likely to involve students in higher order thinking activities. The study further revealed that some of the barriers to technology use by teachers are pedagogical beliefs in traditional methods of teaching, lack of access and an inability to control web information. This suggests that there is a need for History teachers in History, as part of Social Studies, to consider addressing these pedagogic barriers by extending access to technology and engaging learners in higher order skills by using technology that can enhance those skills better. The use of technology-enhanced teaching and learning resources varies between different countries and is based on contextual factors.

The difficulties experienced by different groups in accessing ICT resources may impact negatively on opportunities presented by the use of these resources. Repoussi and Titiaux-Guillon (2010) revealed that the use of DVDs and CD-ROMs signals new development as the acoustic aspects of History such as sound, songs, screams, uproar, machines, bells or bombs were left untaught in schools, but now they are taught with the help of these resources. It is important for History teachers to consider these aspects of History in teaching as they give authentic evidence of events that took place and they are part of the primary sources that can be universally accessed by all learners, irrespective of the language they speak.

In Ireland, the report from the inspection of History and the whole school evaluation of 50 schools and about 1 500 teachers between September 2004 to May 2006 revealed that in some schools History had a designated History room with audio-visual equipment for easy access (Department of Education & Science, 2006). These findings indicate that although schools do have these facilities, access is still limited in some schools as individual school computer rooms are shared with other ICT assisted classes. The report further showed that schools partner with local private companies for support and that former students and parents play an important role in fundraising events. This suggests that the Education Department, schools, teachers, students, parents and the private sector realise the value of using technology for teaching and learning in all subjects (including History). This indicates a change in perceptions of History as a subject that does not add market value to the private sector and does not necessarily relate to the modern skills and use of new technologies. The role played by authorities from the Department of Education in the use of technologically-enhanced resources for teaching and learning helped to untangle the complications around the availability of infrastructure to support connectivity to schools in accessing and using these resources.

In Africa it is revealed that the Internet use is on the increase by about 120 million in Africa (National Planning Commission, 2011). This increase may not be related to its use for teaching and learning owing to many constraints. Hennessy, Harrison and Wamakote (2010), in their literature review on the use or lack of use of technology in the classrooms in the Sub-Saharan Africa, found that lack of access, inability to afford, irrelevancy of programmes and lack of support are the reasons behind the lack of use of technology in the classrooms. This suggests that African countries have to be creative and innovative to circumvent these challenges. Countries like Mali and Tanzania attempted to by-pass some of these constraints by using mobile phones to access the Internet in order to support classroom teaching practice, mostly in Mathematics; revealed the UNESCO Working Paper Series on Mobile Learning (Isaacs, 2012). The paper drew from literature, a number of experts and participants at the First UNESCO Mobile Learning Week hosted in Paris in December 2011. All at the event believed that mobile learning can help in creating access to the use of technology for teaching and learning. These studies suggest that there is awareness and the will at international level, especially within Africa, to use creativity and innovation in

integrating technology with teaching and learning in Mathematics. History teachers may also find it challenging to use electronic resources for teaching and learning. Therefore, it is important to understand which Internet-based resources may be suitable for History subject, how and why they may be preferred by teachers so that they become part of the global 'village'.

2.1.3 Literature about how the Internet-based resources are used in teaching History internationally

Teachers use the Internet-based resources on varying scales based on context, access and level of competency of the user. A study by Zhao (2004) revealed that a combination of soft-ware and hard-ware were used by teachers (where accessible), such as Power Point, Word Processor, Excel, Web Quests, games, Internet resources, Overhead Projectors, Timeline, MicroSoft Publisher, Inspiration, digital/video camera. It is important to mention that Zhao's context is the USA; the kind of resources, how much choice teachers have, and their level of competency determine the extent to which these resources may be used.

Wake and Wasson (2011) conducted a field research in Bergen secondary school and they revealed that a History teacher developed the creative writing of location-based games using different digital tools combining images, video and sound with 27 students. The study followed a qualitative approach with video footage, observation and interviews used to collect data from a field scenario. The findings of the study revealed that this approach motivates and provides students with a rich way of learning; they further recommend more studies to be pursued on this approach. The study implies that teachers need to be creative in teaching History and they need to develop their skills and competency in using ICT as this may boost their confidence.

History teaching can be complicated when teaching within the contemporary context about events that happened in different places centuries ago. Multimedia can be used to teach by showing centuries old artefacts (Jong, Chan, Wu &Li, 2006). In this study, experts from different parts of the world presented conference papers on the use of multi-media for pedagogical benefits. The paper confirmed that this approach allowed a group or

collaborative e-Learning to take place where learners of different levels demonstrated their ability to learn by helping one another with a variety of learning activities. This study showed the role and importance of technology in teaching the History subject to different learners, using different learning strategies, by bringing spatially and physically different worlds together. History subject relates to events that took place in the past and it becomes difficult to narrate the past to different students the same way with equal understanding; sometimes a need arises to visit some of the sites which form part of the content of this History.

According to Dobozy (2011) online learning can be used to prepare for virtual fieldtrip rather than a face-to-face teaching session. Dobozy received a response from 122 participants surveyed online. The findings of the study were that it allowed teacher educators to visualise pedagogical decisions with specific sequenced activities before making prior engagement. This suggests that online resources may save time and help learners with different abilities to engage with different historic concepts and facts at their own pace and time.

In Africa and the Middle East, innovative and supportive mobile phone project applications in Mathematics and Science are regularly implemented (UNESCO, 2012). Within this context, literature consulted unfortunately did not reveal the use of the Internet-based or technologically-enhanced teaching and learning resources in History. This shows that there is more of a focus on Mathematics and Science than other subjects (such as History). This further suggests that History teachers may not see the need to use the Internet-based resources to teach the subject or the available resources do not fit in the pedagogic preferences of History teachers. Based on a variety of reasons, different Internet-based resources may be preferred by different History teachers, so it is important to determine why History teachers would prefer certain resources for teaching.

2.1.4 Literature about the reasons why teachers use the Internet-based resources the way they do internationally

Some of the studies revealed that accessibility and affordability are some of the key determining factors in deciding which Internet-based resource may be used and how it may be used for teaching and learning. According to Heide and Stilborne (2004), the USA policy in 1994 made it imperative that every school be connected to the Internet by the year 2000. That would have seen a rise from 4% in 1994 to 100% but only 79% were connected by the deadline. This indicates that challenges related to access to the Internet are internationally experienced and that impacts on the way the Internet is used. Zhao (2004) indicates that access is one of the main challenges experienced by teachers in the US. The researcher further revealed that teachers cannot often engage students in higher-order thinking skills, but with the use of the Internet-based resources this may be achieved. Clarke (2008) conducted a comparative study of History teaching in Australian and Canadian high schools which included secondary schools from eight Australian states and territories and four provinces of Canada. In the study, 43 History teachers, 182 History students and 21 Curriculum officials from Australia took part; and 17 History teachers, 56 History students and 5 Curriculum officials from Canada participated. Qualitative interviews were used as method for collecting data. This study revealed that History teaching is boring with repetitive content coverage, rote learning, lack of adequate resources and lack of professional development on teachers to develop technologically enhanced lessons. The findings further revealed the need to consider learner interest in teaching. Interests may be addressed in using the Internet-based resources, but teacher perceptions may also be considered as it determines his/her role in teaching.

Kay, Knaack and Petrarca (2009) conducted a study in Canada using literature reviews and field research to explore teachers' perceptions of web-based learning tools (WBLT). In the study, 33 teachers and 1113 students from 64 classrooms of the Middle and Secondary schools were conveniently sampled for a survey and observation for data collection. Participants in this study were from Mathematics and Science classes. The findings of this study showed that WBLT was recommended for usability and engagement for a successful learning and lesson preparation and the speed of the Internet may play an important role to

that effect. The study acknowledges that it did not consider the constructs of interaction with learning. This implies that WBLT may be considered useable and engaging for successful learning in History classes, but there is a need to focus on the constructs of learning in order to determine the extent of the success.

In Norway, teachers use the Internet-based resources in a collaborative method for creative writing of location-based games in a secondary school History lesson (Wake & Wasson, 2011). In this study, students collaboratively create a game and "play another's game" Through this process they learn creating a media product. This kind of an approach to learning is entertaining as well as educational. This implies that a high level of competency with the Internet-based resources will be necessary to enable teachers to develop high quality lessons by using mixed-mode methods of teaching. By being competent they will have a wider range of choices based on the types of the Internet-based resources they think are most suitable for teaching History.

According to Travers and Finneran (2006) the use of the Web in the multimedia environment is better demonstrated by the ability of the user for the purposes of teaching and learning. The task of describing the scrolls was made easy by the Web allowing students to view them. The History lesson benefited both the teacher and students. The perception of teachers benefiting themselves as well as their learners benefiting too from the use of the Internet-based resources is also supported by Hannessy, Harrison and Wamakote (2010) suggesting that they learn new skills.

The role of stake-holders and sponsors in other cases may determine the reasons behind the use of the Internet-based resources. According to the History inspection and the whole school evaluation report in Ireland the use of the ICT is needed to help to acquire an understanding of the world and skills necessary to navigate through it in order to maintain a balanced and liberal education, (Department of Education & Science, 2006). In this case, the use of these resources seemed to fulfil the expectations of curriculum aims and objectives of the country. The report does not reveal the specific pedagogic or curriculum principles of History discipline, but rather generalises on broader expectations of the education system of the country.

Some of the studies revealed different approaches to the Internet-based teaching in order to achieve a particular objective. Teacher-centred, teacher-technology guided, teacher-student negotiated and student-centred approaches, create a continuum in teaching and learning (Zhao, 2004). This implies that teachers need to understand the purpose for their teaching in order to switch to a relevant approach within the process of teaching. In their study, Jong, Chan and Wu and Li (2006) prefer co-operative teaching by a group to another or each other by using the Internet. This suggests that the Internet may be better used in group teachings where information or knowledge is exchanged without an emphasis placed on a single individual as the sole possessor of knowledge. The Internet may help learners to learn about places, people and events they would not be able to reach. Digital media can be used by students to visit foreign places, interact with other people and develop multiple pathways of expression and critical development as well as information gathering skills (Green, Brown & Robison, 2008). Other studies argue that skills are important in the process of teaching.

According to OFTED (2007) History teaching should go beyond the content teaching. This report explicitly showed that pupils do more than just write about History; through ICT, they research, communicate, take photographs, sound and video recordings, presentations and exhibit their work. This suggests that History teachers must think about the authenticity of their activities in the process of teaching and learning. In other words, how their teaching relates and interacts with the real world outside the classroom.

Jochems, van Merrieboer and Koper (2004) and Dobozy (2011) argue that 21st century skills are based on constituent, integration skills; knowledge and attitude, professional competency and different various types of competences need to be considered. These studies imply that a teacher could choose the relevant Internet resources to develop a particular skill through the process of teaching History. According to Clarke (2008) the role of the teacher is of critical importance as he/she determines whether the subject works or not. This implies that in order to ensure that the subject works it is important to choose a particular Internet-based resource according to the aims/objectives of a lesson. Some of the Internet-based resources may be more preferred over others by teachers. There is a need for History teachers to respond by reflecting an understanding to the concerns raised about the teaching and learning of History as a subject in school. In addition, there is a challenge for History teachers to reflect on the

way the subject is studied, enjoyed and communicated in contemporary society (OFTED, 2007).

2.1.5 Literature about the use of the Internet-based resources in teaching History in South Africa

Teaching History in South Africa with the use of the Internet-based resources is not that different from international practice. History teachers use different skills, based on various factors, such as the quality and level of training they received, while contextual factors such as access and affordability play a particular role on the use of these resources. Access may also be defined in different ways. Naicker and Fourie (2011, p.12728) define access as "not only teachers have to the use of computers, but the access they need to be able to prepare lessons, to find new knowledge and plan their lessons at their own time" . Khoza (2013, p.53) does not define access as 'literally access', but defines it "as a part of the awareness process in teaching and learning". This suggests that South African schools may have problems of access in many different ways, literally and in a sense of being unable to use or apply certain skills in the process of teaching and learning or lacking awareness in terms of the process of teaching and learning. Therefore this complicates the situation as arguments about the use or non use of electronic resources in schools revolves around the question of access as highlighted in various literatures. Esterhuyse (2002) argues that the emerging electronic universe favours and preserves a small and elite group in South Africa. This view is confirmed by Czerniewicz and Brown (2010) in their paper drawing from two extreme case studies of mobile-centric and computer-centric students. They argue in their findings that being elite, not your age, determines the use of the ICT. The two participants in this study were part of the ongoing study from 2003 with three different phases. In phase one, a survey of 6577 people from six universities was undertaken. In phase two, 3533 participants from six universities took part in a survey and; phase three had a brief survey of 513 students from four universities; these two students were part of all three phases. A mixed mode approach was used in the study and interviews were used for data collection from these two students. This study argues that the homogenous generation of digital students may apply to a small and elite group of students in South Africa. This implies that the distribution of the

ICT resources should be based on class differences irrespective of age. This further implies that South Africa is divided into different groups, the minority that can benefit by using the Internet-based resources and the majority that may be prejudiced by the use of these resources.

A case study conducted in the Northern Cape indicated that the majority of schools are rural and township schools with little or no access to computers and the Internet or lack adequate skills and relevant programmes to exploit the advantages of the ICT (Tire & Mlitwa, 2008). The study used purposive sampling to interview one senior teacher or a teacher responsible for computer-related curriculum in each school from three rural high schools and one urban high school. The same pattern is revealed in a geospatial case study in KwaZulu-Natal where rural areas around Durban were found to experience a high level of poverty and disease as a result of their low income levels, which is different from high income levels of the urban area. This rural/urban divide has been a major influence on the ICT access (Greyling, 2009). In this case study, four rural areas in the periphery of Durban were purposively chosen with about 115 000 participants from the community where the ICT kiosk project was installed. The findings showed that these resources were mainly used by people between the ages of 10-26. They were mostly males from various indigenous languages backgrounds. Despite this, they preferred English to be used in this technology. Videos and games were most popular and local schools used educational resources to make up for the shortages of textbooks. The community was further encouraged to use Web 2.0 technology for larger scale collaboration. This implies that the main stumbling block in using the Internet-based resources for teaching in South African schools lies with lack of access and inability to afford the ICT resources.

Ford and Botha (2010) drew from the case studies of Meraka Institute and others to argue that South Africa has pockets of first world environments and is still largely a developing country and as such its problems and issues are typically experienced in those contexts. This view is corroborated by the Department of Basic Education.

> Schools are divided into one of five socio-economic quintiles depending on the
> degree of poverty existing in the community surrounding the school. Quintile 1 is
> the poorest of the different five quintiles. For instance 93% of schools situated in

the former 'homelands' are found in quintiles 1-3. Of historically white schools, 70% are in quintile 5 and a further 16% in quintile 4 (Department of Basic Education, 2011, p. 21-22).

This suggests that South Africa can be part of the new development when opportunities presented by the use of electronic resources for teaching and learning are accessed by all teachers and learners. According to the Department of Education (2004), access to the Internet in South Africa is becoming more common but its use for teaching and learning is very limited due to high connectivity and telecommunication costs; lack of local content and examples; and inadequate technical and pedagogical support at local level. The Department of Education has used policy and various research to provide feedback and to inform government delivery strategies. This suggests that there is a need to consider how these challenges can be tackled in the teaching of History as a subject. On a positive note, South African History teachers are beginning to use online History resources in their teaching, claims Jardine (2011) in a South African History Online article. It shows that History teachers are aware of the importance and the impact of technology in teaching History. The claim made by Jardine however does not mean that History teachers may find it easy to access, adapt and use these resources. Therefore, it is important for this study to find out which Internet-based resources may be preferred by History teachers; how and why they prefer them within the South African context.

2.1.6 Literature about how History teachers use the Internet-based resources in South Africa

Teachers may use the Internet-based resources differently based on certain factors. Naicker and Fourie (2010) conducted a survey about the use of computers by teachers in 53 secondary schools in Cape Town. In this study about 1528 heterogeneous teachers took part. The study found that 39.4% of teachers were 40-49 years old, 35.5% were 20-35 years old and 25.1% were 50 years old and above. This study showed that age differences determined the use of computers by teachers. The researchers found that teachers who were 40-49 used computers on a varying scale, but those who were older than 50 found it harder to use

computers than the younger teachers. This implied that the older teachers' difficulties in accessing and using computers may have an influence towards their attitudes to the Internet and technology in general. The negative attitudes by older teachers in the system may be neutralised by the entry of other older people joining the public teaching forces from private sector as they might have had some exposure to the Internet in the private sector before joining the teaching profession (Department of Basic Education, 2011). These newly appointed older teachers from the private sector may not solve the problem faced by History teachers as they may be recruited for other 'critical subjects' such as Mathematics, Science or Accounting. On the other hand, Czerniewicz and Brown (2010) indicate that being elite, not age, determines access and affordability to the Internet-based resources. According to Ford and Botha (2010), owing to South Africa's political history, Internet access in South African schools in 2007 stood at 13%. These researchers further argue that successful use of computers in the classroom depends on a positive attitudes towards computers. These statistics may be considered with some caution as it is indicated in the policy brief study, that statistics in the ICT profile within South African schools may not be updated for more than five or six years and the Department of Education acknowledges problems in compiling accurate statistics in this regard (Mdlongwa, 2012). This statement is further confirmed in the *Action Plan to 2014: Towards the Realisation of Schooling 2025* document, "Not all the data and research available are reliable or usable for planning purposes" (Department of Basic Education, 2011, p.13). Mdlongwa further asserts that research shows that South African teachers in Secondary schools use the ICT to administer and manage their work, more efficiently; work faster and communicate more efficiently with other teachers and colleagues in their respected communities. This suggests that technology in South African schools is used more for administrative purposes than for teaching and learning. It is also important to note that some form of teaching, although probably in a small scale, takes place with the use of the ICT.

According to Jardine (2011), History teachers in South Africa use online resources by turning classrooms into a virtual archive, thereby making learners instant Historians who investigate their own case studies which makes them relive the story. In their paper, Jim Brown and Max Barber (n.d) used History literature to design a microcosmic approach by integrating the Geographic Information System (GIS) mapping with History content from

1500-1800 to be taught to the modern South African students using the Internet (Brown & Barber, n.d) The findings of this study showed that a microcosmic approach in History teaching can help to cover content within a short space of time that would otherwise take a long period of time to cover. This suggests that there is a possibility in South Africa to use the Internet-based resources to teach History in a multi-skilled approach that relates to other subjects without compromising the content, time and the pedagogic imperatives of History. The use of the Internet-based resources to teach History need to go beyond a mere use of the electronic resource by considering the purpose of teaching the subject within the South African context.

2.1.7 Some of the factors that make History teachers use the Internet-based resources the way they do in South Africa

There are different factors that make History teachers use the Internet-based resources in one way or the other. Some may be compelling while others may be a matter of choice. According to Khoza (2011) and Czerniewicz & Brown (2010), the use of the ICT varies between *digital natives* and *digital immigrants*. Khoza (2011) in his qualitative case study with eight lecturers from four universities in South Africa on one hand argues that *digital natives* are users of technology who are born in the millennium where technology is commonly used in their daily life, they are born with it and are also competent in using it, therefore they are referred to as *digital awareness users* (DAU). On the other hand he argues that there are *digital immigrants* those who were not born in the technologically enhanced environment, they learn their way into the technology and some are not competent in using technology, but they are teaching themselves on how to use it, therefore they are referred to as *digital coincidental users* (DCU). The findings in the study show that lecturers do not receive formal training in using web-based teaching and learning (WBTL), but drew from their experiences. They are therefore *digital immigrants*. In a study by Czerniewicz & Brown (2010), the debate is taken further by arguing the existence of *digital strangers (DS),* those who have informal experience with the ICT through cell phones and not computers. These researchers argue that *digital natives* are born into the current age of technological knowledge and are self-taught while *digital immigrants* are informally self-taught through

growing access to the ICT. It is further noted that *digital strangers* use their cell phones as self-taught users of the ICT. This suggests that, in all of these categories, no formal training was received on the use of the ICT and it is used on varying scales. This may suggests that some of the teachers may be falling under the DAUs, others DCUs and DSs. It may suggest that most of their learners are *digital natives* since they are born into the current millennial generation who are familiar with the ICT and are more competent than most of their teachers who could be classified as *digital immigrants* and a few as *digital strangers*.

In his study Naicker (2010) surveyed 812 teachers and observed a few secondary schools' teachers. Simple random interviews with district managers, school principals and secondary teachers were also conducted to find out about the use of computers for teaching. The findings of the study showed 20-39 year old teachers felt positive about the use of computers to teach with the support of their peers and guidance from older and more ICT experienced, teachers. 92.2% of teachers interviewed responded positively to computers being used as instructional aids in all subjects. School principals were of the view that the use of computers in teaching can break the boredom in classrooms. The findings in this study show that teachers may use the Internet-based resources for teaching when support is made available and young and older teachers can collaborate together using these resources. The positive attitudes from school principals and the majority of participants that computers can be used for teaching in all subjects changes the old perceptions that some subjects are more and others less suitable for computers and other ICT related resources.

Esterhuyse (2002) stresses the importance of teaching about values and beliefs using the Internet-based resources. Teaching about values and beliefs is important as it touches on perceptions about issues and people. Guy (2002) drawing from a Report of the History/Archaeology Panel to the Minister of Education in 2000 argues that there are widespread perceptions of the irrelevance of the History subject. He argues that History as a discipline needs to be given a specifically defined place in curriculum development and teacher training capacity be increased to achieve that. This suggests that History teachers need to develop a History-related Internet-based resources and tackle perceptions that might threaten the existence and importance of History as a subject. Teaching to comply with the policy is a requirement, but there is a need to go beyond mere policy compliance. According

to Naicker (2010), educators need to be considered when the designing of the educational technology to prevent a chance of creating an innovation that falls outside any pedagogical requirements. Naicker further argues that the mere introduction of technology alone will not be able to change the teaching and learning process. He states that 80% of educators trained were only trained to carry out computer-based administrative work. He argues that when educators are equipped with basic computer skills only, they will not necessarily improve their classroom teaching skills. This suggests that there is a need for History teachers to relate their technological skills to the pedagogical requirements of History discipline. According to Jardine (2011), History teachers get the opportunity of telling stories in many new ways and in different means as they use a variety of materials from online media to traditional media (library) for their learners. This suggests that methods and resources to teach History in school can make a difference in changing negative perceptions. There is a need to consider the perceptions of those who teach and those who learn the subject.

Dreyden (1999) conducted an ethnographic study about the History teaching and learning after the democratic elections of 1994 in South Africa. She sampled 16 high schools of the Western Cape and in her findings it was revealed the teaching of History is boring. This suggests that it is important to address perceptions and the way in which History is taught in schools. The same view revealed in Dryden's study is found in the conference paper presented by Sierbörger (2006), he argues that this view is not new as he refers to the 1972 suggestions in England of making History interesting to the adolescents.

When choosing the Internet-based resource, History teachers need to consider their purpose for teaching History. According to Guy (2002), History teaching relies on a sound and specific knowledge base and the effective assimilation and communication of that knowledge. This implies that the teaching of content should be grounded on History as a specific discipline rather than a generic approach. This kind of approach calls for the relevant choice of the Internet-based resources in order to ensure that History teaching takes place as contemplated in the discipline of the subject that relates to meaningful teaching and learning within the South African context . The practical experience and observation of some History teachers are expressed by one of them in her Introduction to Oral History Project online brief outline, she states that there are difficulties with regard to content coverage and

inability of learners to afford visiting Historical sites are some of the challenges in teaching History at school in South Africa (Persad, 2011). Persad further emphasises the importance of developing the interest of learners in order to keep them excited and motivated in their learning. This suggests that the use of the Internet-based may make it possible to cover a reasonable amount of content in a microcosm approach and provide learners with digital access to Historical sites without physically and literally having to visit the place. History is a broad and global subject, and some of the concepts, topics and content are abstract and difficult to access physically and literally. This could make it difficult to contextualise and as such could make it difficult to develop an interest, or be excited and motivated while learning.

Guy (2002) argues that there is a need to integrate the vocational and cultural; price and value in the teaching of History as that will address the objectivity of a progressive initiative. He suggests that the content teaching of History should address broader issues outside the classroom. According to Khoza (2013), in his case study of eight lecturers of Education Technology in the Higher Education Institutions of learning (HEI), argues that authentic activities are projects that contribute directly to the country as a whole. This suggests that in considering authentic activities when teaching History, teachers will be contributing directly to South Africa as a country. Naicker (2010) argues that learners need to be able to use computers to produce and communicate new knowledge in an intellectual and creative way that will add value to society. He further argues that many secondary schools deal with sophisticated educational programmes and resources in their computer studies, but give inadequate attention to the reasons why teachers do not use computers in their teaching. This suggests that using computers or the ICT for teaching and learning is a challenge for many teachers in South Africa. There might be many reasons why teachers do not use computers or the ICT for teaching and learning, but there is a need to find the way in which teachers may start considering the use of the Internet-based resources for teaching and learning. These resources need to be used with the purpose of serving the curricular needs, not merely using them because they are available.

Khoza (2012) used qualitative approach, online document analysis, participant observation and individual semi-structured interviews for data generation in finding out how lecturers

use Hard-ware (HW), Soft-ware (SW) and Ideological-ware (IW) in their approach to teaching and learning. The findings of the study indicated that the teaching and learning that took place was coincidental with the use of Hard-ware (HW) (objects that can be seen and touched) and Soft-ware (SW) (objects that can be seen, but not touched unless printed in hard copies). Therefore the study recommended for the inclusion of Ideological-ware (IW) (methods of teaching/learning, through theories and experiences) in order to bring about 'awareness' in the process of teaching and learning. The findings of Khoza's study is important for schools as the HW and SW used included online chat, discussion forum, blogs and face book in a blended form of learning which can be used at school. This suggests that History teachers need to be aware of the Internet-based resources they use for teaching and learning and the way they relate them to the History discipline in order to meet curricular requirements.

The importance of balancing the use of HW, SW and IW is taken further by Khoza (2013, p.52), he asserts that the "ware" in the HW, SW and IW resources represent awareness of teaching and learning, specially, being consciously aware of what one is using, doing, thinking, saying, appreciating or not appreciating. This suggests that a teaching and learning environment is informed by the curricular aims and objectives underpinning the system of education envisioned by the society and the country as a whole. Therefore it is important for teachers to be aware of those aims and objectives in the process of teaching and learning as this will also help them to link their choice of resources to fulfil those aims and objectives.

In his argument, Khoza (2013) emphasises the importance of the principles of a curricular spider web as a means to bring about the 'awareness'. According to van den Akker et.l (2009) curricular spider web requires that rationale in deciding about the approach to teaching and learning is important. Khoza (2013) relates the absence of curricular spider web to lack of awareness, therefore arguing that those teaching without being "aware" of it are "learning immigrants" as their teaching and learning is coincidental. The need for awareness may be intimidating for less competent and less confident teachers in the use of the ICT or the Internet resources. In South Africa the level of competency by teachers may pose a challenge given the historical lack of access to resources and skills. The availability of Web 2.0 resources such as Facebook and Web blogs which do not need the user to understand the

Internet programming language makes it possible for less competent teachers to use the Internet without experiencing problems. This technology allows users to easily create web pages and engage with learning materials respectively .This suggests that History teachers do not need to master the Internet programming language before deciding on the suitable Internet resource/s to balance the HW, SW and IW with curricular aims and objectives in the process of creating awareness for the purposes of teaching and learning.

2.2. Chapter Summary

This study intends to explore the use of the Internet resources in teaching Grade 12 History by finding out the type of the Internet resources used by teachers, how, and why they use these resources. This chapter consulted different literature with regard to the use of the Internet resources internationally and locally in teaching History subject, while also focusing on how and why these resources are used by teachers. Literature consulted showed differences and similarities in the way the Internet-based resources are used. In both international and local literature difficulty in accessing the Internet-based resources is identified. Both literature showed more attention being given to Mathematics and Science subjects in the use of the Internet-based or technologically-enhanced resources for teaching and learning. The International and local literature call for a need to consider pedagogic discipline approach to the use of the Internet-based or technologically-enhanced resources for teaching and learning. Both the international and local literature showed varying scales of teacher competency in using these resources. The reasons behind the use of the Internet-based resources both internationally and locally is to develop interest among learners in History. It is also noted that both literature made suggestions for use of the Internet-based resources to address challenges of fieldtrips or visits to Historical sites. The use of the Internet-based resources both internationally and locally reflects an emphasis put on the HW and SW usage without considering IW and the awareness of Curricular principles of spider web, resulting in coincidental learning. International and local literature both drew from case studies, conference papers, governments reports, literature review, field research, online documents and surveys.

There were also some differences in the literature; the definition of access in local literature goes beyond literal and physical conceptual meaning as it includes the technical use of the resources and the level of awareness in their use. Internationally, users rely mostly on computer as HW resources while locally they mostly use mobile phones as HW resources. Types of resources used internationally includes Power Point, Word processor, Excel, Web Quests, games, Internet resources, Overhead Projectors, Timeline, MicroSoft Publisher, Inspiration, digital/video camera, video conferencing, TV, CD, CD-ROMs. Locally it includes MXit, video, games, Online Chat, Discussion forum, blog and facebook. The contexts or environments internationally where the Internet-based resources were used may be described mostly as that of the first world urban environment; locally it can be described as mostly rural, developing country with small pockets of first world contexts. The use of the Internet-based resources effectively is determined by the level of beliefs in the old traditional methods internationally; while age and social class status locally is a determining factor. Teachers enjoy more support to access and use the Internet-based resources internationally than locally where teachers lack that kind of support. Literature showed references to using the Internet-based resources in teaching school History internationally, but locally it is a general use of the Internet-based resources with no specific application to the History discipline. International literature drew from comparative studies, school inspection reports and books. Local literature drew from studies conducted by international researchers like ethnographic studies and the integration of GIS with History content in a microcosm approach, UNESCO working paper and policy studies. It is important to note that the use of the Internet-based resources in teaching and learning History in South Africa is fraught with literature to this regard. Paucity is the most conspicuous void in the literature of empirical research in South African secondary schools with regard to educators using computers (Naicker, 2010, p.675).

In the next chapter the paradigm and the theories of enquiry on which this study is based will be dealt with. In so doing the chapter will provide the theoretical basis from which to explore and explain the applicability of the study based on its research questions.

CHAPTER THREE

PARADIGM AND THEORY OF ENQUIRY

3.1 Introduction

In the previous chapter different literature from both international and local researchers was consulted in the use of the Internet-based resources for teaching History in schools and the way in which it is used as well as the reasons for its use. This chapter is divided into two parts. The first part outlined the paradigm and theory of enquiry upon which this study is based. The second part outlined the theory which informed the study. The chapter further provided a diagram illustrating theoretical application of the study.

3.1.1 Research Paradigm

This study is based on the interpretive paradigm, as it helped to reveal the personal preferences of the participant/s. It begins with individual/s in its attempt to understand their interpretation/s of the world around them (Cohen, Manion & Morrison, 2011). The ontological assumptions employed in this study are based on a subjective "real context" developed from individual interpretation/s and reasoning reflecting everyday life and meaning. A researcher develops a particular way of viewing the world which entails certain assumptions related to specific systems of meaning and a way of interpreting reality (Maree & van der Westhuizen, 2009). The epistemological approach associated with this paradigm values the personal experiences of both the participant/s and the researcher. People 'construct' the social world by sharing meanings, and the way they interact with or relate to each other (Nieuwenhuis, 2007). The interpretive paradigm is suitable for this study as it helped to investigate the personal preferences/choices of a teacher which may be different and unique to others. History as a discipline needs a particular type of approach to meet its pedagogical demands based on individual teacher's context and understanding.

3.1.2 Interpretive Paradigm

The Interpretive paradigm is based on the philosophical foundation of idealism where everyone views the world from a different perspective (Walliman, 2011). The researcher maintained the view that truths cannot be fixed. Rather, reality and meaning are based on many factors, such as time; space; the views of the person concerned; and language and symbols that are used by researchers to describe, explain and understand phenomena (Maree & van der Westhuizen, 2009). A perspective of a situation and the analysis of the situation under study to provide an understanding into the manner in which a particular group of people relate to their situation and phenomena they are faced with is the ultimate aim of interpretivist research (Nieuwenhuis, 2007). The interpretive paradigm provides teachers with an opportunity to reflect on their use of the Internet-based resources as individuals and as a collective within their own context.

Nieuwenhuis (2007) argues that the interpretive perspective is based on five pillars, which is to acknowledge that; first, human life can be understood from within. Second, life is distinctively a human product. Third, the human mind is the purposive source or origin of meaning. Fourth, human behaviour is affected by knowledge of the social world. Fifth, the social world does not 'exist' independently of human knowledge. According to Walliman (2011), the interpretivist approach implies that the 'observer' interpreter in his/her investigations cannot be perceived to be disembodied from the context of investigations. It is within this paradigm that this study attempted to find out about the use of the Internet-based resources in teaching Grade 12 History, how, and why these resources are used. The study considered the personal subjective responses of individual teachers as informed by interpretive paradigm and the meaning these resources have on them as well as their social surroundings that have an impact on their interaction.

The researcher's interpretation within this paradigm is important in making sense and meaning of the findings as it is not detached from his social being. The researcher's reflexivity to this study was informed by subjective engagement as participant observer or interpreter. The way in which some items such as a belief, desire or state of affairs pertains or relates to itself in an activity that the subject deliberates upon brings about reflexivity (Archer, 2003). A participant observer strives towards gaining feelings and impressions by

experiencing the circumstances of the real world of participants (Strydom, 2005). The reflexivity should take into consideration the theoretical, epistemological and ontological models that inform our knowledge construction (Walliman, 2011). It is also important to be cautious of such frames of reference to reflexivity as they impede our understanding and mislead researchers and readers because of their totalising effect and tendency to present reality as unambiguous and accessible to representation in the chosen theoretical idiom (Alvesson & Kärreman, 2011). This positioning allowed the researcher to arrive at the conclusions of the study by using the knowledge that is not divorced from his own internal perceptions as well as those that are external in a relative way. Relativism suggests that judgement is mainly based on the values of the individuals or society and the perspectives from which they make their judgement (Walliman, 2011). The study considered the theoretical framework within which it was conducted.

3.2 Theoretical framework and conceptual framework

Theory is mostly perceived as providing direction and is central; it can also be mobilised as a tool for disclosure (Alvesson & Kärreman, 2011). Theory needs to be used in order to explain and describe the ordinary from the extra-ordinary or the extra-ordinary from the ordinary in the unfolding of events. According to Sinclair (2007), the philosophical bases on which research takes place and form relates to its theoretical framework by linking the practical component to the theoretical aspects of the study. The explanation of what is being investigated is described by the use of concepts. Concepts can be defined as "general expressions of a particular "phenomenon" (Walliman, 2011). An abstraction formed by generalisation from particulars that are usually similarities is expressed by concept and it can be confused with a construct (de Vos, 2005). These writers (Walliman, 2011; de Vos, 2005) further point out that a construct is different from a concept in the way that it is deliberately and consciously invented or adopted (from ordinary language) for special scientific purpose or theoretical framework. Therefore, this study is underpinned by the Entertainment-Education Theory (EET). In so doing it strove for theoretical framework where events were well developed and coherently explained (Vithal & Jansen, 1997). This study deliberated on both theoretical and conceptual frameworks to provide direction and explain what was

investigated by using relevant concepts. The Entertainment-Education Theory (EET) is based on two concepts; one of entertainment and the other of education. These two concepts were framed around the concepts of the principles of curricular spider web for the purposes of their application in the teaching and learning situation (van den Akker, *et al*., 2009).

3.2.1 Entertainment-Education Theory (EET)

The concept of Entertainment-Education has evolved over time; it can be defined as "the intentional placement of education content in entertainment messages" (Singhal & Roger, 2002, p.117). Singhal and Roger further stated that Entertainment-Education is a strategy to disseminate ideas to bring about behavioural change. It was noted that different views exits with regard to combining entertainment with education. Studies revealed that education and entertainment are complimentary and they make learning more meaningful (Packer & Ballantyne, 2004; Doolittle, 2002). Education and entertainment is defined by Parker and Ballantyne (2004) as:

> ...those aspects of an experience that cognitively engage the visitor (learner) regardless of the learning outcomes that may or may not result, and the level of structure that may or may not inherent in the experience. Entertainment as those aspects of an experience that is perceived by visitors (learners) to be enjoyable or pleasant ... (Parker & Ballantyne, 2004, p.56).

Packer and Ballantyne (2004) were writing from a tourist point of view, hence the concept 'visitors'. A tourist point of view about these concepts may be transferred to the classroom context where *visitors* may be replaced with *learners*. It is important to note that a tourist point of view promotes coincidental learning as it does not regard the learning outcomes that may result in the process. In order for these two concepts to complement each other, this study focused its attention on the constructs of this theory which are; the identification, wishful identification, parasocial interaction (PSI) or liking, similarity and transportation (Murphy, Frank, Moran & Patnoe-Woodley, 2011; Khoza, 2012; Moyer-Gusé, 2008; Slater & Rouner, 2002).

Although Murphy, Frank, Moran and Patnoe-Woodley (2011); Moyer-Gusé (2008); Slater and Rouner (2002); and Khoza (2012) used different contexts in their studies. The former three used popular media entertainment and the latter used higher education institution of learning; their different experiences may be applied to a high school context. The EET concepts were defined as:

Identification is when a learner develops the ability to assume or engage somebody else's place "cognitively" and "emotionally" from his/her (that person's) perspective. In order to learn, a learner has to see himself/herself as the person with whom she/he identifies in the subject content (Khoza, 2012; Moyer-Gusé, 2008).

Wishful identification is when a learner/s attempt/s to act like a particular person/s, but not necessarily want/s to be like that person/s. The learner/s in this kind of identification tries/try to bring about "cognitive" and "emotional" understanding of the subject matter without willing to be like the person/s whose identity/identities is/are being assumed (Khoza, 2012; Moyer-Gusé, 2008).

Parasocial interaction (PSI) or *"liking"* is when a leaner/s relates/relate to "powerful" person/s that is/are part of the subject matter in order to "socialise" or develop a "pseudorelationship" with him/her/them. The relationship develops from what is presented in the process of learning where the person/s comes into contact with the learner through learning activity and the learner begins liking him/her/them (Moyer-Gusé, 2008).

Similarity is the extent to which a learner/s sees/see himself/herself/themselves as the same as the person/s that he/she/they relates/relate to in the subject matter. The learner/s has/have to develop a particular sense/senses of sameness with the person/s in the lesson taught (Khoza, 2012; Moyer-Gusé, 2008).

Transportation is when a learner/s is/are "immersed" or "engrossed" in the learning activity to such an extent that it arouses/arouse a sense of entertainment and he/she/they accept/s everything from his/her/their "ideal" person/s thereby suppressing "counter arguing"(Murphy, Frank, Moran & Panoe-Woodley, 2011; Slater & Rouner, 2002).

Entertainment-Education Theory (EET) needs a careful balance between education and entertainment so that they can work together not against each other. It is therefore important to consider curriculum relevancy of the theory. According to van den Akker, *et al.* (2009), curriculum is represented at five different levels, but for the purposes of this study two levels will be considered; the MICRO (classroom, teacher) level and NANO (pupil, individual) level. At the MICRO level the teacher plans and prepares instructional materials, including textbooks. At the NANO level, the learner develops a personal plan for learning. These two levels can be successfully integrated in the (EET) if planning by a teacher may consider the salient and the subtle components of curriculum. These components are presented in the form of the curricular spider web (van den Akker et.al 2009) which categorises the rationale, aims/objectives, content, learning activities, teacher role, materials and resources, grouping, location, time and assessment. All these components relate to all stages/phases of a lesson from planning to practice. These components revolve around the rationale or purpose behind each stage/phase. These components need to be considered with rationale at the centre stage when the Internet-based resources are used within the EET by teachers at both MICRO and NANO levels. It is also important to note that the use of the Internet-based resources may be determined by a number of factors.

According to Khoza (2013) Education Technology (ET) is offered with three main resources; the HW, SW and IW, all of them promote web-based teaching and learning (WBTL) environments. The author argues that the mere use of these resources does not mean that teaching and learning will take place. He suggests that IW needs to be considered to bring about awareness for the purposes of teaching and learning. Therefore, it is important for this study to emphasise the importance of all curriculum components and the three resources of ET when using EET in its approach. By so doing the process of teaching and learning to achieve curricular aims, objectives or outcomes may be considered. Kennedy, Hayland and Ryan (2006) differentiate between aim, objectives, and outcomes. They define aims as broad general statement of teaching intention. These authors indicate that, they are what the teacher intends to cover in a block of learning and they are written from the teacher's point of view. These authors further define objectives as usually specific statements of teaching intention. They argue that objectives indicate one of the specific areas that the teacher intends to cover in a block of learning. These authors further define learning

outcomes as statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. The EET should consider these curricular intentions as expressed by the education system to which it is applied. It may either be aims, objectives or learning outcomes depending on the curriculum approach. For the purpose of explaining the theoretical application of EET in this study the following diagram illustration adapted from Moyer-Gusé (2008, p. 415, Figure 1) and van den Akker et.al (2009, p. 11, Figure 1) is presented.

Internet/ICT Resources   **Entertainment features**   **Education features**

Process   Process

Rationale-

HW		Identification		Aims/Objectives
SW		Wishful Identification		Content
IW		Transportation		Learning Activities
		Para social (PSI) Liking		Teacher/Learner role
		Similarity		Material/Resources
				Grouping/Individual

-Outcomes
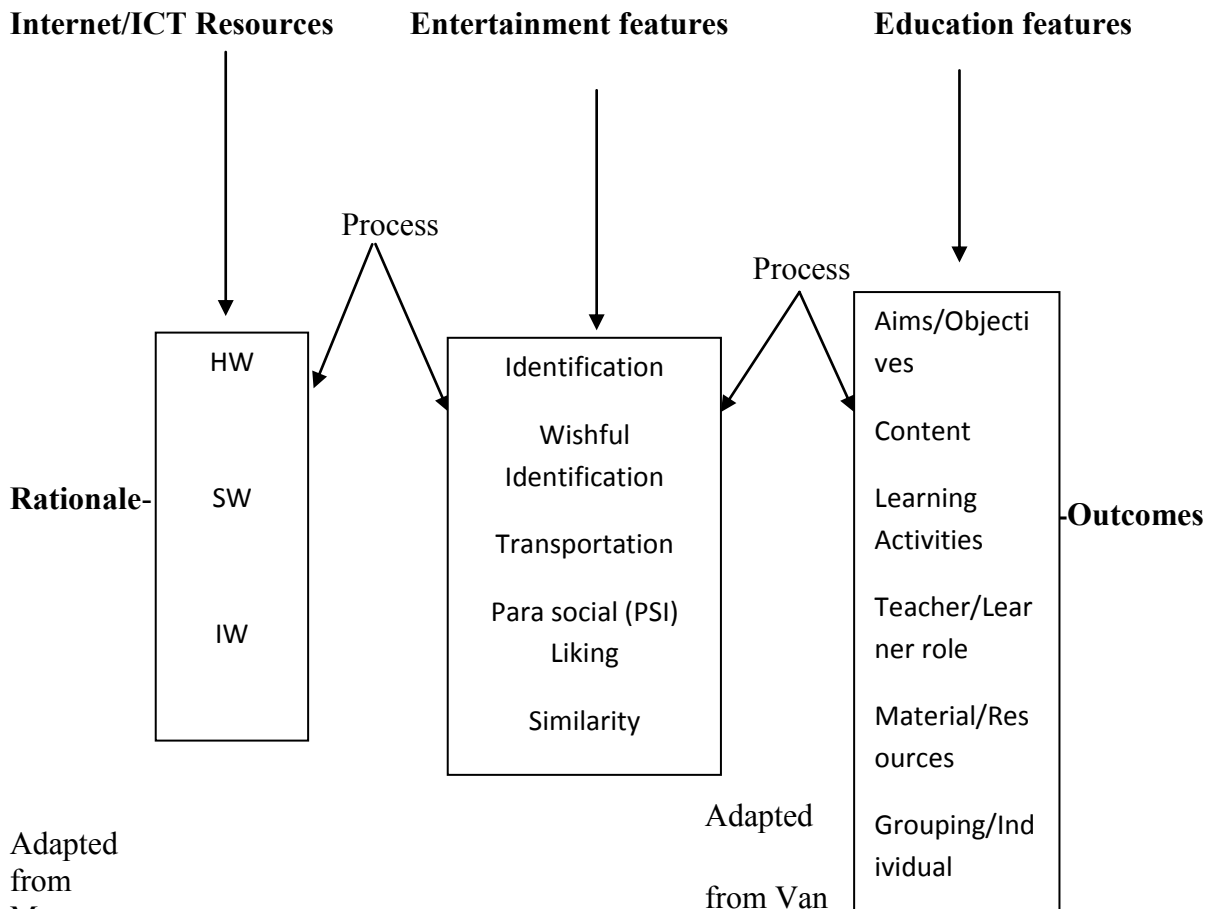
Adapted from Moyer- (Gusé figure 1 p. 415

Adapted from Van Den Akker et al figure 1 p.11

3.2.1.1 Adapted illustration diagram of Entertainment-Education Theory (EET)

The rationale needs to inform all decisions with regard to the overall planning and implementation, including the choice of the Internet-based resource/s. In teaching History, choice of the Internet-based resources may be made with a sense of awareness as to the reasons why that particular resource/s had to be used in the process of teaching and learning. There needs to be a reason (awareness) why a particular entertainment feature had to be used in the process of teaching and learning. There also needs to be a reason (awareness) as to how and why the chosen entertainment features are going to be integrated in the process of teaching and learning. Finally, the process needs to be considered as to whether the desired aims/objectives or outcomes are attained or not, and the process needs to be reviewed if the desired aim/objectives or outcomes are not attained.

3.3 Chapter Summary

This study intended to explore the mediating of Grade 12 History teaching and learning through the use of the Internet-based resources in a public high school in KwaZulu-Natal. In this chapter the paradigm of the study was highlighted and the theory that informs it; and the situation under which the Internet-based resources may be used in teaching History was explained. The theoretical diagram illustration presenting EET was provided with some explanation on its application. The next chapter will tackle issues related to the research design of the study and its methodology.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLGY

4.1 Introduction

In the previous chapter the paradigm and theoretical framework of this study was dealt with. In this chapter an in-depth account on the approach of the study with regard to research design and methodology will be described and explained. In so doing the study will describe and explain which research method is going to be used and how it will be used in order to respond to research questions. This chapter will further describe and explain its strategy in exploring what the study intended to answer. In the process this chapter will give detailed description and explanation of its data generation techniques and the justification thereof. The philosophical and epistemological bases and its relevancy to the study will be described and explained in this chapter. The extent of appropriateness and limitations of the sampling methods and data generation instruments will also be explained. The way in which data will be analysed, issues of validity and trustworthiness, will be clarified and explained. Finally, ethical issues follow; challenges and limitations of the method employed in this study will be described and explained.

4.2 Research design and methodology

Research design and methodology are the pillars of any research claiming to address scientific exploration or investigation of a phenomenon. Nieuwenhuis (2007, p.70) defines research design as "a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done". Darko-Ampen (2004); Henning, Gravert and van Rensburg (2005) claim that the research design is a logical sequence of a study linking the empirical data to the research questions from the beginning to the conclusion. Research design as defined above implies a systematic approach to explore or investigate a phenomenon in a logical sequence or as a plan. It entails groups of small, worked-out formulas for prospective researchers to select or develop one or more suitable strategies for

their research goal (Fouché 2005, p.268). Robson (2002, pp.79-82) asserts that a good design framework is highly compatible with five aspects; the purpose, theory, research questions, methods and sampling. He further points out that two types of research design exists; on the one hand, flexible design allows repeated revisits to all five aspects; on the other hand-fixed design is tightly pre-specified and the researcher must get all the five aspects in order before embarking on the major phase of data collection. Finally, Robson (2002) stresses that design ultimately turns research into projects. Flick (2006) states that research design may follow a linear or circular design process. He argues that a linear model starts by building a process to be followed in sequence before going to the field to be studied. The author asserts that on the one hand this model is implemented in phases starting from theory, then hypotheses, followed by operationalisation, then sampling, followed by collection, interpretation followed by validity. On the other hand, the circular model starts with preliminary assumptions, then repeated collection, interpretation and comparing of cases and sampling, finally the theory (Flick, 2006, pp98-102). A research design informs the study to choose an appropriate research methodology and methods. According to Wiersma and Jurs (2009) methodological design includes paradigm, research questions, participants, sampling, research context, ethical issues, researcher reflexivity, data collection techniques, data analysis, data interpretation and theory generation. A relationship between research methodology and methods used is very important as it sustains the link between purpose and the course leading to the conclusion or findings of the research. Cohen, Manion and Morrison (2011, pp.128-129) assert that it is important to clarify a distinction that needs to be made between methodology and methods, approaches and instruments, styles of research and ways of collecting data.

According to Fouché and Delport, (2005) there are currently two well known and recognised research approaches: the qualitative and quantitative research methodologies. These authors argue that on the one hand the qualitative methodology is based on the epistemological roots of phenomenology. On the other hand, the quantitative methodology is based on the epistemological roots of positivism. They further assert that the purpose of qualitative methodology is to construct detailed descriptions of social reality; and the purpose of quantitative methodology is to test the predictive and cause-effect hypotheses about social reality. Research methodology helps the study to explain the logic behind research methods

and techniques (Welman, Kruger & Mitchell, 2005, p.2). According to Flick (2006), in order to check the suitability of ideas and issues for empirical investigations, methods become the reference. It is important for this study to choose methods that relate to the research questions. Strategy or strategies, and the methods or techniques employed must be appropriate for the question/s the study wants to answer (Robson, 2002). In this study, qualitative methodology is employed in research design in order to respond to research questions. The qualitative method enhances the researcher's understanding of the nature, process and experiences of practice (Higgs & Cherry, 2009). It is important to note that different authors perceive qualitative or quantitative approach differently either as methodology or method. This study will prefer to use the concept methodology for these approaches. In employing a qualitative methodology, the study will be conducted in a particular place with its own context. Therefore the views or perceptions embedded in that context give a particular meaning to the phenomenon studied. In order to understand the meaning, the unpacking of the views or perceptions embedded in that context assists to arrive at a particular understanding. In order to understand human actions, their place within different strata or layers of social reality is important (Robson, 2002). The study attempted to unpack the views or perceptions that create meaning under a particular paradigm.

4.3 Paradigm

Chapter Three of this study dealt with research paradigm in-depth for the purposes of responding to the research questions. It is important to note that the interpretive paradigm is the bases on which this study is conducted.

4.4 Case study

Rule and John (2011) claim that the case study method can generate an understanding of a particular instance and insight by providing thick, rich description of the case and illuminate its relations to its broader context. A case can be defined based on three levels of ontological interest; the philosophical ontology, scientific ontology and sociological ontology (Byrne &

Ragin, 2009, pp.20-21). Byrne and Ragin (2009) argue that the philosophical ontology deduces from the structure a speculative thought about the fundamental nature of the entities that constitute the everyday world. They further assert that scientific ontology, when based on philosophical ontology, fleshes out the local details, while sociological ontology based on scientific ontology deals with the elemental entities and the dynamics exhibited by the socio-historical formations over time. Byrne and Ragin argue that a case can be differently conceptualised as one of these aspects; as *found*, as *objects*, as *made* or as *conversion.* They assert that a case can be conceptualised as *found* when the case object supports a self-standing narrative; it can also be conceptualised as *object* when the case object minimally integrated social system; it can also be conceptualised as *made* when the case object is in an open, historically evolving system; and finally it can be conceptualised as conversions when the case object is dialectically reproduced by human intentionality and by institutional stasis. Therefore, this study intended to identify the Internet-based resources used by Grade 12 History teachers, how and why they use them the way they do. In so doing, it intended to get an in-depth knowledge and deeper understanding of the reasons they gave in using these resources in a public high school. This study chose to employ a qualitative methodology based on interpretive paradigm and a case study strategy. These will enable it to relate to the Entertainment Education Theory (EET) where all participants and their context will enhance and play a major role in understanding the phenomena under study. The study focuses on Grade 12 History teachers as participants in the case and their participation is determined by the criteria used.

4.5 Sampling

Welman, Kruger and Mitchell (2005) assert that a sample is a small number of the representative of the population from which the researcher wishes to make specific conclusions. These authors further state that the population is the study object; it consists of individuals, groups, organisations, human products and events, or other conditions to which they are exposed. Strydom (2005, p.203) defines a sample as a portion of a population or universe considered to be a representative of that population or universe. According to Cohen, Manion and Morrison (2011, p.153); Maree and Pietersen (2007, p.172) and Strydom

(2005, p.198) there are two main methods of sampling; the probability methods and the non-probability methods of sampling. The authors assert that in the probability sampling every member of a wider population being selected for a sample is known as they all have equal chance to be included while in the non-probability sampling members of the wider population included are not known as some will be definitely included while others will be definitely excluded. In this study the researcher included two Grade 12 History teachers as the sample as they were the only two teachers in the school, teaching History at Grade 12 level. In purposive sampling as part of non-probability sampling, researchers hand-pick the cases to be included in the sample based on their judgement (Cohen, Manion & Morrison, 2011); (Maree & Pietersen, 2007); (Strydom,2005). As a sample for this study, the researcher used his own judgement to select two Grade 12 History teachers in a public high school in KwaZulu-Natal to participate. Therefore, this study used a non-probability sampling method by definitely including Grade 12 History teachers and definitely excluding other teachers who do not fit in the description of the sample. The study sampled teachers from one public high school and definitely excluding other schools who are not part of the sample. These teachers are members of the wider population or universe from which the study could have sampled. The researcher has chosen this particular sample in full understanding that it does not represent a wider population, therefore on one hand there is no attempt to generalise the findings, but to try to deepen an understanding for this particular group and context. On the other hand the researcher does not exclude the possibility of transferability of the outcomes to similar situation.

4.6 Context of the study

The specific context in which this study took place is a former Model C public high school in KwaZulu-Natal, Ethekwini south region in Umlazi District. Former Model C schools are schools that were declared under the apartheid National Party (NP) Government in September 1990, by the then Minister of Education and Culture in the House of Assembly Mr Piet Clase, as state aided schools with a subsidy covering teachers' salaries only, or about 83% of operating costs (Dryden, 1999, p.4). Dryden (1999) further asserts that by 1992 Model C schools operated as semi-private schools under the new Minister of Education, Mr

Piet Marais, until the new first Democratic Government led by the African National Congress (ANC) took over and dismantled the Model C schooling system in 1994. The Umlazi District is one of the 81 districts of the Basic Education Department in South Africa (Department of Basic Education, 2011 p.20). The district is one of the 12 districts under the KwaZulu-Natal Department of Education. It is the biggest in the province and stretches from the immediate north of Ethekwini (Durban) before Umhlanga to the south along the coast just before Scottburgh. In the West it stretches from Umbumbulu (mostly rural) to areas before Pinetown (mostly urban). Schools that fall within its boundary vary according to the geospatial grading and income groups; they range from township/urban schools, suburban/urban and rural schools. The sample here was two Grade 12 History teachers as they were the only teachers, teaching History at Grade 12 level in the school. The context of this study does not include all the geospatial grading of all schools, but instead the suburban/urban with middle to high income group.

4.7 Production of data

According to Markham and Baym (2009, p.35), all the information derived from employing a qualitative research procedure is referred to as "data". Different methods were used for data production in this study. More than one method can be used to minimise the disadvantages (Maree, 2007, pp.156-158; Maree & Pietersen, 2007, pp.155-169). This study used document analysis, semi-structured interviews and participant observation as methods of data production. The use of at least three different approaches to collect data in an attempt to corroborate findings is known as *triangulation* (Welman, Kruger & Mitchell, 2005, p.194). Therefore, this study used triangulation to produce data. All data was taken in the History class where the teachers used the Internet-based or the ICT related resources to teach Grade 12 class. Document analysis, interviews and observation were conducted in the same History class. The class is designated as a History class where other learners and teachers move in to use electronic teaching resources. Document analysis and interviews were conducted in the afternoon, after teaching periods, as teachers converge in this class to discuss and plan their lessons. Observation was done during one of the lessons where all teachers and learners were present.

4.7.1 Document analysis

The study was framed around three research questions and document analysis was important in helping to respond to the first question, which was to identify the types of the Internet resources used by Grade 12 History teachers. According to Walliman (2011), documentary sources in the written and non-written materials are part of the secondary data. In document analysis, aspects such as ownership of documents, their intended audience and outcome as well as their theoretical implication is important (Cohen, Manion & Morrison, 2011). In selecting documents to be used for analysis, their authenticity and credibility need to be considered (Flick, 2009; Walliman, 2011). Both online and hard copy documents were analysed in an attempt to respond to the first question of the study. Documents help in contextualising information and, as they are constructed for specific purposes, their content and context need to be considered in their analysis (Fick, 2009). The study intended to respond to the second question by using observation as it offers a different approach from document analysis, which is important for corroboration of the findings.

4.7.1.1 Advantages of document analysis

Documents are not obtrusive as their authors write them without anticipating that they might be used for purposes other than that they initially intended them for (Robson, 2009). According to Robson (2002) and Nieuwenhuis (2007) documents can provide cross-validation or shed light on the phenomenon that could corroborate the evidence from other sources. Documents from the Internet could help by enhancing anonymity and provide unbiased evidence (Walliman, 2011). According to Strydom and Delport (2005) document analysis must consider the following criteria:

Primary or secondary source: The source of a document needs to be considered; whether it is a primary or secondary source, as that is important in determining its authenticity and validity. These authors define primary source as unpublished data gathered by the researcher from participants or organisations directly, such as the original source document (Strydom & Delport, 2005, p.315).

Date of publication: The date on which the document was published is important as it reveals the origins of its content and the quality based on its storage and its historical relevance to the current context.

Type of data: Is the data in the document empirical or not? The data could reveal if the document is based on empirical evidence or any other type of evidence.

The purpose of the document: Was the intention to produce a personal document, an official document, mass media or archival document?

Strydom and Delport (2005) further state that documents are not expensive and they are not reactive as they do not need personal contact. This view is supported by Robson (2002) who further added that they encourage ingenuity and creativity on the part of the inquirer.

4.7.1.2 Disadvantages of document analysis

According to Nieuwehuis (2007); Robson (2002) and Walliman (2011) information in documents may not be accurate especially, from the Internet sources. In addition it may be difficult to specify the responsibility of the authors; sources may be biased or lack linguistic skills (Strydom & Delport 2005; Walliman, (2011). According to Strydom and Delport (2005) it may be difficult to ascertain the originality and the date of publication due to their deteriorating condition emanating from poor storage, quality of paper, incomplete information and unorganised bulk. According to Robson (2002), it may be difficult to ensure that ethical concerns are appropriately addressed when using documents with missing information. Walliman (2011) states that with an internet source it may be difficult to compile a list of addresses from participants and that may lead to lack of control over quality. In this study, documents that were used on the day for teaching (both the hard copy

and online) are assumed not be in a state that may make it impossible or difficult to read, but the researcher used both personal and institutional documents as they may complement each other.

4.7.2 Observation

The study employed observation in its attempt to respond to the second question in order to understand how grade 12 History teachers use the Internet-based resources for teaching and learning. Nieuwenhuis (2007, p.83) defines observation as "the systematic process of recording the behavioural patterns of the participants, objects and occurrences without necessarily questioning or communicating with them. According to Cohen, Manion and Morrison (2011, p.296) there are two principal types of observation; the *participant* and the non-participant observation. A participant observer becomes a member of the inner circle of the group or event that is being studied (Welman, Kruger & Mitchell, 2005, p.194). Non-participant observer stands aloof from the group activities they are investigating and eschew group membership (Cohen, Manion & Morrison, 2011, p.297). The researcher work with participants in the Social Sciences subject in the General Education and Training Band (GET), Grade 8-9 as a District subject specialist. He attempted not to excessively intrude into the practice of participants as he applied all what they preferred and recommended for their practice of teaching and learning. The study focused in the FET Band where there is no direct working relationship, therefore minimising power relationship between the participant and the researcher. According to Nieuwenhuis (2007) there are three ways of recording observational data, the anecdotal recording, running recording and structured recording. Nieuwenhuis (2007) asserts that anecdotal records consists of short descriptions where basic actions are observed and captured in key phrases or words without self-reflective notes. He further states that running records captures detailed, on-going accounts of what is observed without excluding the context. Finally he reveals that structured observation attempts to identify predetermined behaviour of what would be observed, this may be gleaned from the literature and create a checklist or rating systems in order to record and compare the findings. This study employed running records in recording data as on-going accounts of what was observed, within the given situation, were considered in its recording. The study

attempted to respond to the third question as well and in so doing it employed semi-structured interviews as it is different from the two above methods. Different data collection methods help in the process of triangulation as it facilitates interpretive validity (Maree, 2007).

4.7.2.1 Advantages of participant observation

According to Strydom and Delport (2005) data is gathered directly not retrospectively. This process helps to observe and record the respondents' non-verbal cues like eye contact, posture and tone of voice. Walliman (2011) assert that it is efficient and allows for the use of different human senses rather than seeing only, it uses hearing, touching including smelling. It is direct and enables the researcher to see how things are done rather than being told how they are done; it reflects 'real life' in the real world (Robson, 2002).

4.7.2.2 Disadvantages of participant observation

According to Strydom (2005) participants might have too little control over the process of data generation. Strydom further assert that it may impact on ethical issues. Robson (2002) corroborate this view by stating that it can affect the situation by causing reaction among participants and therefore the extent of involvement needs to be well considered. Observing exercises may be complicated as not all can be observed and all recorded (Walliman, 2011). All three authors concurred that it is time consuming. In order to avoid time consumption the researcher found that participants were comfortable to be observed working together as a team in a situation where audio visuals materials were used.

4.7.3 Semi-structured Interviews

According to Greeff (2005, p.287), interviewing is the predominant mode of data or information collection in qualitative research. Greeff (2005); Nieuwenhuis (2007); Walliman (2011) state that interviews can be categorised to one-to-one interviews or group interviews. All three authors assert that in one-to-one interviews individual participants are interviewed in an in-depth way that extends to formal conversation and in group interviews focus groups of about six to ten participants are interviewed. Nieuwenhuis (2007) and Walliman (2011)

point to three types of interviews; an open-ended interview, semi-structured interview and structured interview. Neuwenhuis (2007) asserts that open-ended interviews are on a form of conversation that can take a long period through a series of interviews between the researcher and participants where their views, ideas, beliefs and attitudes are explored. He further states that semi-structured interviews are mostly used to corroborate data from other data sources; it allows probing and seeking for clarity from answers. Finally, he reveals that structured interview consists of detailed questions planned in advance. Greeff (2005) asserts that with semi-structured interviews the researcher uses predetermined questions on an interview schedule which guides rather than dictating the direction the interview takes. Greef (2005) further states that the participant can be perceived as an expert on the subject and should be given maximum opportunity to tell his/her story. Greef (2005, p.296) defines the interview schedule as "as a questionnaire written to guide interviews". Walliman (2011) asserts that there are two main methods of conducting interviews; namely face-to-face and non face-to-face (telephone and email). This study used one-to-one/face-to-face semi-structured interviews with the interview schedule as an instrument used to generate data in order to respond to its third question in an attempt to understand why Grade 12 teachers use the Internet-based resources the way they do. Instruments yield better outcomes because triangulation is possible (Bell, 1999).

4.7.3.1 Advantages of semi-structured interviews

Interviews are flexible; adaptable; they allow face-to-face or one-on-one approach and/or group and telephone approach interview (Nieuwenhuis, 2007; Robson, 2002; Walliman, 2011). Greeff (2005) concur with Robson (2005); and Walliman (2011) by asserting that interviews allow for non-verbal cues. Nieuwenhuis further assert that they provide for probing which helps in obtaining maximum data. Robson indicates that semi-structured interviews are based on predetermined questions that can be modified. Walliman points out that interviews can be conducted anywhere such as at home, outdoors, while travelling and can be directed to any segment of society. Strydom and Delport (2005) state that, generally speaking, interviews are primary sources.

4.7.3.2 Disadvantages of semi-structured interviews

Robson (2002) argues that interviews may lack standardisation by being biased which may impact on reliability. He further states that a lack of professionalism may be a challenge to some researchers. He also points out that interviews can be time consuming and anything less than half an hour in interviews is unlikely to be valuable while anything more than an hour may be making unreasonable demands on the participant's time. Nieuwehuis (2007) argues that lack of sampling strategies, questioning skills and listening skills may hamper interviews. Walliman (2011) asserts that people may react to questions. In this study, the researcher made available interview schedules to participants in advance so that they could prepare and familiarise themselves with its content. This would help making them to relax or be comfortable when interviewed.

4.8 Data analysis

Guided analysis was used in this study because it relates to themes that are part of both the theory (Entertainment Education Theory) and the data analysed. Guided analysis flexibly allows researchers to modify principles of theories to accommodate important issues emanating from data (Samuel, 2009). A description of analysis is provided (Welman, Kruger & Mitchell, 2005). The grouping, categorising and relating of concepts are undertaken (Rice & Ezzy, 2000). Categories, themes, or dimensions of information from segments of data and theory, identified and related to the literature (de Vos, Strydom, Fouché & Delport, 2005). Results signalling identified themes are reported.

4.9 Trustworthiness

This study adopts qualitative case study approach where description is more important than measurement, therefore trustworthiness would be more suitable than validity and reliability. The case study style of research aims to describe and not to measure (Christiansen, Bertram

& Land, 2010). Golafshani (2003) describe trustworthiness in qualitative studies as where concepts like credibility, neutrality, confirmability, dependability, applicability and transferability supersede issues of reliability and validity in relation to research quality evaluation. In an attempt to enhance trustworthiness, the study was first intended to be piloted on non-participants to determine the effectiveness of its tools, but due to lack of time it could not. By so doing it intended to enhance trustworthiness by using two researchers (the researcher and a teacher/colleague) to interview three teachers and record (tape record) the interviews for easy transcriptions. Findings were to be recorded, compared and presented to the participants to ensure that they reflect their views. Data from these researchers could have been compared to triangulate the findings. In so doing the researcher might have been able to minimise bias and uneasiness from teachers in taking part as they might have been more relaxed and comfortable with their own colleague than with an outsider (researcher). By so doing the study could have strove to attain trustworthiness by ensuring a certain extent of consistency of the procedure used in data analysis, findings and conclusions (Nieuwenhuis, 2007). However, some limitations might have been experienced by the two researchers if participants did not feel comfortable with tape recording of interviews. In this study participant observation by the researcher made participants comfortable with the tape recording of interviews. The level of trustworthiness was also maintained by the use of more than one data generation method where findings corroborated each method used.

4.10 Ethical issues

According to TerrBlanche and Durrheim (2002) research that does not meet the ethical requirements must be challenged. Ethically, it is important to seek permission from relevant authorities before undertaking any research project. Ethical issues include obtaining permission from the site "gatekeeper" even when using the school records (Wiersma & Jurs, 2009). In this study permission to conduct research in schools identified was sought from the Department of Basic Education (KZN Office); the principal of a school where the research was conducted; sampled participants in the study were requested to read letters informing them about the study, its purpose and the way it will be carried out. They were also given an interview schedule in advance to prepare themselves. According to De Waal, Currie and

Erasmus (2001) Section 9 (4) of the Bill of Rights states that no person may be unfairly discriminated against directly or indirectly. Participants were requested to read letters informing them about their rights as participants in the study and that they could withdraw from it at any stage when they felt taking no further part. Participants were further requested to choose their preferred time and place in the school to be interviewed. They were also requested to sign forms with details of the study and assuring them of their confidentiality. The consent of participants to tape record their interview was sought and attained (Rand Afrikaans University, 2002).

4.10.1 Informed consent

The consent of participants and other responsible authorities in any research project is very important. The managers or other people with overall responsibilities may need to be consulted before the individual participants when working within an organisation (Walliman, 2011). In order to address the organisational consultation and consent, a letter seeking permission to conduct this study was first sent to the District Office before seeking for individual consent of participants. It contained a list of schools from the KwaZulu-Natal Department of Education where permission was sought to conduct this study. According to Wiersma and Jurs (2009) consent can be obtained in a direct manner or/and; passive consent by using questionnaires; and implied consent in surveys including questionnaires when focusing on group results that are reported. Furthermore consent was sought from the school principal before consulting with individual participants with all the details of the study, its purpose, identified participants and the manner in which the study will be carried out. Finally informed consent was further sought from participants with all the details of the study, including the interview schedule. The researcher's contact details and that of his supervisor in the study and the University contact numbers were included in the forms signed by participants and the school principal. The signed consent forms to participants stated explicitly that they can opt to withdraw from the study at any stage of the study (Rand Afrikaans University, 2002). In any agreement to take part in a research project, participants must have the right to terminate their participation at any time (Walliman, 2011, p.253).

4.10.2 Confidentiality and anonymity

This study was based on interpretive paradigm where the researcher's reflexivity assumes that of a participant observer; therefore, as a participant observer he takes part alongside the participants in the process of data generation. In dealing with issues related to confidentiality and anonymity assurance was given to participants by the researcher that they will not be harmed by taking part in the study.The privacy of respondents should be protected by applying all possible means (Strydom, 2005, p, 63). In this study codes are used to ensure confidentiality and anonymity of a school, class and participants. "School" is represented by "A School in Ethekwini South Region"; "Grade 12 Class" is represented by "Class A-C"; and "Teachers" from school are represented by "Participant X, Y and Z". As the researcher indicated that he is a participant observer; a code "I" in the interview process was used to refer to him as interviewer.

Over the next five years, the researcher shall keep all hard copies of the data in a locked cupboard and use passwords to lock all the soft / electronic copies of his data to prevent any other person from accessing the data. After the data has been analysed and is no longer needed, a suitable time and method for disposal shall be decided (Walliman, 2011, p.259). After five years the researcher shall incinerate all the hard copies and delete all the soft / electronic copies.

4.10.3 Approval

The researcher sought for permission from the Department of Basic Education through KwaZulu-Natal Provincial Office of Education before conducting the study in the selected school (Walliman, 2011). A code of practice from ethics policies, permissions and

committees for researchers in research with human participants is important for all organisations involved (Walliman, 2011). This study applied for permission before it was conducted and received approval from the University.

4.11 Challenges and limitations

In anticipation of the challenges the researcher may encounter with regard to access to schools and securing permission and consent from relevant authorities and prospective participants, he identified ten schools in Umlazi District as a possible sample for the study. It took four months to get ethical clearance and permission for the study due to administrative procedures and protocols. When permission and ethical clearance were received, he forwarded a copy and a letter to the District Manager informing him of the study he intended to do. The first school he approached could not accommodate him, then he moved on to the second school, where he was allowed to do the research.

The researcher interviewed two participants, not three, as initially intended by the study, because there were only two Grade 12 History teachers in the school. The intended piloting of the study before it was carried out could not be done because of lack of time to do so. The interview took 51:31 minutes for both participants at the same time, initially it was intended to take 30 minutes per participant, but participants as experts in their field, were prepared to offer more than 30 minutes as they had received the interview schedule in advance. The interview took place in the History class with both participants responding to interview questions at the same time. This arrangement was done because they taught History themes together as a team and they use electronic resources together where learners from Class B join those in Class A. All went well with the interviews and the school principal asked the researcher to make direct contact and arrangements with participants for the remaining part of the project.

Document analysis and observation were conducted on a different day, four days after the interviews. Document analysis included both hard copies and online documents used by participants. They were categorised according to the type of document, source of the document, date of publication and the purpose of the document. It took 45 minutes to do document analysis. In the initial planning it was anticipated that it would take 30 minutes for an individual teacher, but both participants' documents were analysed at the same time as Participant Y brought his documents to Participant X's class for analysis. Participants gave the researcher permission to analyse their documents which they use for teaching and learning at school.

Observation was done in one lesson where Class B joined Class A as it is the class equipped with these resources. A video on the Truth and Reconciliation Commission (TRC) was viewed. Participants engaged learners by pausing in-between the play highlighting specific aspects of the video linking it to the lesson done previously. The lesson took 55 minutes not 45 minutes as the researcher initially planned for individual participant's lesson. Both participants were observed in one lesson as they offer lessons together as a team where electronic resources are used. Both of the teachers explained different aspects of the video to learners. Learners seemed interested and understanding the developments in the video as they were able to relate to what the participants were conveying to them. The lesson seemed to be part of the revision of other previous lessons as participants were beginning to prepare their classes for the National Senior Certificate Examination. Only one lesson was observed as participants do not often use videos for teaching. All went well on the day as planned and the participants wished the researcher well with his studies and promised to avail themselves in future if the study requires further participation.

4.12 Chapter summary

This chapter discussed the research design and methodology applied to the study. In so doing it used the epistemological and ontological approach in a case study strategy to explore the research questions. The chapter further presented the ways and methods in which data was generated. It presented three methods of data generation in the form of document analysis,

participant observation and semi-structured interviews. The advantages and disadvantages of those methods were also highlighted. The sampling methods followed were explained in this chapter. It also examined the way in which instruments for data generation were going to be used for data analysis. The importance of trustworthiness was elaborated on and emphasis was made on ethical issues. Finally, challenges and limitations of the study were highlighted. The following chapter will present the findings, interpretation and analysis of the data.

CHAPTER FIVE

DATA FINDINGS, PRESENTATION AND DISCUSSION

5.1 Introduction

In the previous chapter the study focused on the research and methodology used in its approach. The presentation and analysis of data generated in the field is the focus of this chapter. According to Nieuwenhuis (2007), the goal of analysing qualitative data is to summarise what you have seen and heard in terms of words, phrases, themes or patterns that would help your understanding and interpretation of that which is emerging. Therefore this study, in its summary presentation of the findings, attempted to preserve the original words and voices of the participants. The analytical process requires the reviewing, selection, interpretation and summarising of the information without distorting it (Walliman, 2011). In so doing the verbatim questions and answers were infused in the data presentation. According to Cresswell (1998), embedded quotations give concrete evidence of meaning from the participant. A transcribed verbatim extract capturing a spoken word, laughter and gestures will help the summary to capture the added meaning of the words (Nieuwehuis, 2007). The use of record tape in the process was done with awareness that recording, observation, interactions and interviews do not intrude excessively on the flow of daily events as notes taking in some situations may (de Vos, 2005). Findings and discussion based on data generated was interpreted according to research questions as stated in Chapter Two and the theoretical and conceptual understanding presented in Chapter Three of this study.

The conditions that derive from a more "macroscopic" rather than "microscopic" sources provides analysis of broader issues such as economic conditions, social movements, trends, cultural values etc. This helps in producing findings that are significant and reliable (de Vos, 2005). Therefore this study attempted to consider "macroscopic" sources as well in its data presentation, discussion and findings.

The study is based on three research questions stated as follows:

What Internet-based resources do Grade 12 History teachers use?

How do History teachers use the Internet-based resources?

Why do Grade 12 History teachers use the Internet-based resources the way they do?

5.2 Data presentation

Data presentation and analysis considered the context of participants in order to interpret the meaning of the findings. In order to understand and analyse statements, it is important to consider the context in which they occur (Flick, 2006). Flick refers to the context as both the discursive context and the local context of the interaction. Flick (2006) suggests that better transcription conventions of tape recorded interviews will attempt to reflect the overlapping speech and the precise point at which one person begins speaking whilst the other is still talking, or at which both speak simultaneously. It is therefore important to note that the transcription conventions used in this study attempted to follow this suggested pattern.

5.2.1 Description of the role of participants

This study is based on case study strategies; therefore characteristics of an individual or unit are crucial in providing an in-depth data (Cohen, Manion & Morrison, 2011). The study intended to purposively sample three Grade 12 History teachers of the same school, but only two teachers of the same school were accessible for the study. Since an individual unit can provide in-depth data, the study may not be severely disadvantaged by the non availability of one more participant. One high school in Ethekwini (Durban) south region in Umlazi District of the Province of KwaZulu-Natal, South Africa, provided for the case in this study.

More about the context has been said in Chapter Four in 4.6. In relation to ethical requirements, two History teachers were interviewed as participants in a semi-structured interview. They were observed teaching in class and document analysis was also carried out in the process of data generation. In so doing, participants' names and the school are represented in codes to ensure anonymity. The participant observation stance in the study contributed to the researcher's understanding of the profile of participants to a certain extent.

5.2.2 Profile of participants

In this study participants were sampled on the bases of being Grade 12 History teachers in their given context irrespective of their experience, gender, age, religion or colour of their skin. However for the purposes of 'macrocosmic' analysis, participants' profile was highlighted. Participant X (PX) is a white female teacher who is 40-50 years old. She has taught History for more than 20 years, with four years spent in a previous school where she also taught Home Economics for three months. She has been in the current school for more than 16 years. She has no formal training in the use of the Internet or electronic resources for teaching. She is also a senior teacher for History and teaches Grade 8-12.

Participant Y (PY) is a white male teacher who is 60-70 years old. He is a retired teacher re-employed in the School Governing Body (SGB) position to teach History. He has taught History for more than 43 years and worked in the current school for more than 27 years. He is also an English teacher and has no formal training in the use of the Internet or electronic resources for teaching. He teaches Grade 8-12 History.

Participants are from a former white Model C school which was more resourced than other racial groups' schools. Former Model C schools are schools that were declared, under the apartheid National Party (NP) Government in September 1990 by the then Minister of Education and Culture in the House of Assembly Mr Piet Clase, as state aided schools with a subsidy covering teachers' salaries only, or about 83% of operating costs (Dryden, 1999, p.4). Participants are teaching in a former white school which indicates that, they might have

had better resources enabling them to create a better teaching environment. Schools are categorised according to the resources they have, quintile one school is the poorest of the five different quintiles; 70% of quintile five schools and 16% of quintile four schools are historically white schools (Department of Basic Education, 2011). The school where participants teach may be defined as a former Model C school and one of the schools in quintile five or four. The analysis of participant's profile may help in the analysis of their understanding, perceptions, attitudes, knowledge, values, feelings and experiences of a certain phenomenon (Niuewehuis, 2007). In an attempt to arrive at an understanding, a huge amount of data may be created which may become bulky for analysis; thereby certain strategies need to be considered to present data in an efficient and manageable way. Walliman (2011) and Robson (2002) suggest a graphical display of the two main categories; the matrices with two dimensional arrangement of rows and columns; and/or networks; made of blocks (nodes) which joined by links. The following data generated is presented in a form of such matrices.

5.2.3 How data was generated

	Critical Question One	Critical Question Two	Critical Question Three
Why was the data generated?	To identify what type of Internet resources Grade 12 History teachers use.	To understand how Grade 12 History teachers use Internet resources.	To understand why Grade 12 History teachers use Internet resources the way they do.
What was the research strategy?	Document analysis and online resources were used to generate data.	Observation was used to generate data.	Semi-structured interviews were used to generate data.
Who (or what) was or were the	Data based on the online resources and	Two Grade 12 teachers were observed using	Two Grade 12 History teachers

source of data?	related printed texts documents used by teachers were used.	Internet resources in teaching History.	were interviewed.
How many of the data sources were accessed?	Teacher files with plans of teaching resources were used both in hard copy and online document formats.	Two Grade 12 History teachers of the same school.	Two Grade 12 History teachers of the same school.
Where was the data generated?	Data was generated from the school, files of teachers and online resources used by teachers.	Two Grade 12 History teachers were observed during their teaching in the classroom	The two Grade 12 History teachers were interviewed.
How often was data generated?	Documents were analysed once before observing teachers in classrooms.	Both teachers were observed once during their teaching in contact time.	The teachers were interviewed once after the lesson contact time.
How was the data generated?	The data was generated through documents analysis.	The data was generated through observations.	The data was generated through semi-structured interviews which were tape-recorded.
Justification of this plan for data generation.	Documents gave a clear indication of which documents teachers use to teach History as well as the way in which they are used.	The observations provided a much more detailed, "closer actual access" to teaching in the classroom. The Grade 12 teachers were observed during their teaching in contact time, enabling the	Semi-structured interviews enabled the researcher to gain much detailed analysis of the participants' views on teaching History. Interviews were

		researcher to understand the context better than what might have been omitted as participants may not feel free to talk about what makes them uncomfortable during interviews.	conducted within a fairly open framework: the researcher designed an interview schedule where both the inductive and deductive questions were used.

5.3 What Internet-based resources do Grade 12 History teachers use?

The debate about the role and influence of the Internet in the lives of young people internationally and locally propels this study to explore the classroom interaction where teachers (adults) use the Internet to teach learners (young people). Most virtual personae tend to reflect the perceived ideas of adolescents in modern society (Esterhuyse, 2002). These adolescents include learners in schools and it is important to find out which resources teachers use to engage these learners. During interviews, participants were interviewed together (at the same time) as they preferred it that way. They revealed that they use the Internet-based resources in teaching Grade 12 History as well as in their research and class preparations. The interview went as follows:

I: Do you use any Internet resource when teaching Grade 12 History class?

Participant X (PX):

I use, I use the Internet... So it's a bit of a Yes or a No because when I'm doing the teaching, it's a sort of my background knowledge will come up through. Ehm, at times I might just decide to find a song on YouTube or a clip from YouTube or I might go to Google and look for something that I want to show the class whether it's a picture or an image or something that I don't know then I will go and look for it and show them in the classroom..

...If I open Wikipedia and I read what they say there I'm like ah... we've got a backup in the form of a DVD we've either downloaded on the Internet or we've to go get that technology into the classroom... even the TRC my subject advisor gave us clips from the actual TRC...

PY:

...I think is just as a... as a supplement... to what we are teaching

PX: *Yeah)*

It becomes clear that participants use the Internet resources for teaching History in Grade 12 as they indicated, although they make it clear that it can be a yes and a no answer because a variety of sources are used. They indicate that they download videos from the Internet (YouTube), they visit Google and use an online encyclopaedia (Wikipedia), and they also use DVDs.

Zhao (2004) reveals that a variety of electronic resources are used by teachers in different disciplines in the USA, including Social Studies of which History is a part. He reveals that they use Power Point, MicroSoft Publisher, Excel, Web Quest, games, digital/video camera, Inspiration, Overhead projector, Timeline and Internet resources. Haydn (2006) reveals that in the UK, for example, Word Processor, television, video and Internet are the most preferred, in this sequence, by History teachers. In their responses participants address some of the principles of the curricula spider web which may work well with the Entertainment-Education Theory (EET) presented in Chapter Three of this study. When interpreted in terms of the curricula spider one of its principles calls for the use of resources to teach as participants revealed in their response (Khoza, 2012; Van den Akker, 2009). Participants went further tackling another principle of the curricula spider web by giving reasons for their use of these resources, which is to simply supplement their knowledge. They downloaded or supplemented information in a form of pictures or images to show learners in class. It is not clear why they would like to show those pictures and images to learners in class. According to EET there are five constructs of theoretical lens that may be used in the process of teaching and learning. They are identification, wishful thinking, parasocial interaction, similarity and transportation. (Khoza, 2012; Murphy, Moran & Patnoe-Woodley, 2011;

Moyer-Gusé, 2008; Slatter & Rouner, 2002). It means that when using EET, the rationale on choosing the resources should at least consider one of these constructs.

Locally, literature does not reveal whether History teachers use the Internet-based resources for teaching or not, but rather a claim is made that there is a provision for online resources for History teachers (Jardine, 2011). In this case study at the local level, participants indicate that as History teachers they use different Internet-based resources to teach and research, but they find DVD, more favourable:

PX:

...for every section in matric, and that sub-section we do, we've got a backup in the form of a DVD we've either downloaded on the Internet, or we've to go get that technology into the classroom.

PY:

...probably the most useful of any resources is by showing the DVD than any other thing. (PX, : Yeah, yeah, maybe, maybe, yeah).

The participants suggest the DVD to be preferred as it allows them to download other programmes from the Internet and it can be used as a backup to cover the matric content. There is an idea from the participants on using the Internet-based resources, but it lacks theoretical backing. It does not reveal a rationale position indicating curricula related reasons in an attempted to transfer or impart knowledge in a way that may enhance a particular cognitive level. All the five levels of EET operate at a particular cognitive level creating; motivation, empathy and absorption or immersion (Khoza, 2012; Murphy, Frank, Moran & Patnoe-Woodley, 2011; Moyer-Gusé , 2008; Slatter & Rouner, 2002). The preference may be influenced by other factors such as accessibility and the capacity to use it. There is an ongoing argument about access and the use of the Internet, also referred to as web-based teaching and learning (WBTL), resources which goes back to the issues of conceptualisation

(Khoza, 2011). The use of resources like DVD as it is the most appreciated by the participants shows that they rely more on the Hard-ware resource of the WBTL environment. It is not clear what happens after the resource has been used.

Local literature reveals that there is a need to consider the conceptualisation of issues related to access as it poses a challenge to the use of Internet-based resources. Khoza (2013); Naicker & Fourie (2011) argue that access should further consider the ability of teachers to use computers to individually prepare their lessons and research; teachers must develop awareness of the use of WBTL for the purposes of teaching and learning. This may theoretically assist in creating some sort of centralisation of the phenomenon (de Vos, 2005).

These findings are supported by what was observed in the classroom, where both participants used a DVD and Power Point to teach together as a team. These findings are also supported by document analysis in the study where DVDs, transparencies, Word Processor (online documents) were found. In classroom (through observation) a laptop, data projector, data projector, big screen, amplifier, speakers and big screen were used for teaching History. The use of Google was not observed or seen and a visit to YouTube was also not observed. According to Khoza (2013) the use of these resources (DVD and Power Point) shows that there is more emphasis on the Hard-ware (HW) and the Soft-ware (SW) than Ideological-ware (IW) in the use of ICTs within the classroom The focus is on those resources which are tangible (can be seen and touched) and those that can be seen but not touched respectively.

5.4   How do Grade 12 History teachers use the Internet-based resources?

The participants (teachers) indicated that they use the Internet-based resources together with other resources in teaching History Grade 12 class. This suggests that they use traditional methods aided by Internet-based resources. They teach different themes to the same learners and use pictures and other images to facilitate teaching. In their response to the questions they said:

I: How do you use the Internet resources to tackle the History content?

PX:

I have to show them pictures and newspaper clippings... but is not necessary coming from the Internet. It could be other sources that I might use... so the Internet is not my only source of finding information; I think PY will agree and that we do have other ways.

...You know when that happens; PY's class is with my class they also get the benefit of seeing things visually in my classroom.

PY:

Or perhaps it will help if we said that we share classes.

I: What role do you play when using the Internet resources in class for teaching and learning?

PX:

PY does a lot more than I do because he stops and say now listen, students. Please look at this or have a look at that and they analyse why they are doing this or what they do?

PY:

I will teach one section and PX will teach another section to the same group of kids.

Interviewer (I):

Yes, Ok, eh you, you think that works better for you?

PX:

Yes, it actually works very well.

PY:

It works very well indeed.

In terms of the curricula spider there is a need to determine learning activities and the role played by a teacher (Khoza, 2012; Van den Akker *et al* 2009). The Participants response relates to the principles of curricular spider web by indicating that their role is to show learners pictures in the process of teaching. They further indicate that not only the Internet is used; they try to find other sources of information. Participants also tell learners how to learn. They further reveal that they teach their learners grouped together which is part of the principles of the curricula spider web. In terms of the curricula spider web it is important to know how learners learn and who is involved in their learning; in this case study they are grouped together to learn. It must be noted that their group is using a teacher-centred approach as they are only receiving teaching from their teachers and not among themselves. In this way that responds to the curricular spider wed question of how they are taught. Participants respond by grouping and teaching them. This approach does respond to the EET's use of Hard-ware and Soft-ware.

Jong, Chan, Wu and Li (2006) argued that research findings point to the view that groups or collaborative learning methods (where group work with each other or one another) is the most preferred approach in multimedia learning. Zhao (2004) argues that findings show that a combination of multimedia can be better used for different teaching methods. The participants approach is traditionally teacher-centred as there is no indication of learners working in groups. According to Nieuwenhuis (2007) and Walliman (2011) qualitative analysis includes discourse analysis which considers the meaning of the spoken word, the written word and the reasons behind them. In this study, participants refer to their learners as 'kids' which reveal their social organisational assumptions as they relate to broader social patterns of organisation outside the normal classroom setup. This further reveals that relationship between participants and their learners.

In the interview participants stated that:

PY:

… Lot of our teaching is about chalk and talk.

PX: Yes.

The findings were corroborated by data generated from observation. They shared a teaching session with some notes on the chalkboard, a laptop, a DVD player and Power Point presentation with some hard copy notes handed out to learners for follow up activities after the lesson. This implies that the best way of teaching is to do a lot of talk with a chalk in hand. DVD and Power Presentations are perceived not to be doing enough, but talking and writing on is considered to more about teaching and learning. This shows that they use multimedia, but maintain traditional teacher-centred method. Learning by viewing is perceived to be helpful in enhancing students' knowledge. Literature reviewed indicates this was confirmed by the showing of Asian scrolls of the 12th and 13th century to modern European students in the Hangzhou Conference Travers and Finneran (2006). The use of pictures and images may be helpful for teaching History; however pictures and images are used with some caution as suggested by interview with participants. In the use of these pictures and images there is no explanation of which process learners will undergo as an indication that they are learning, or that some processing of learning is taking place by viewing or being shown pictures.

PX:

...but the idea is there that the children get the visual of the life of Steve Biko and what he has done for South Africa, so is that content and they can see it for themselves, there it is on the board, but they may also see it as well as that might be the best source to use. It might be very biased...

I: *Oh...*

PX... but it's still a good source.

In using the source about the life of Steve Biko, participants tackle the content of Grade 12 History, but it does not show features of the EET constructs. If it is linked to the constructs of the EET then learners may experience learning differently as they would enjoy themselves while using different online teaching and learning resources. This could stimulate their cognitive level, motivational level; create empathy by helping in their process of absorption

to such an extent that they move away from the real self to the situation that Biko experienced in their process of learning. Participants also mention the covering of content in their response which is emphasised in the principles of the curricula spider web, they indicate to have covered content about the life and contributions of Biko in South Africa. This content coverage might have been taken further if they had to use some of the features of the EET. They could have also used the Internet-based resources to create wishful thinking where they imitate Biko or someone that may be part of the content that covers the life of Biko.

Participants further revealed that they use the Internet to assess learners as well and in so doing they include all levels of questioning. Internationally, it was revealed in Zhao (2004) USA Social Studies teachers are the least likely to involve high-order thinking activities. It must be noted that participants do not use the Internet-based resources for assessment, but they use DVDs with some worksheets in tackling questions of different order of questioning; low and high order questions.

I: Do you use your Internet resources for assessment?

PX:

It depends, we haven't done it on the net, but we use a set of questions on a worksheet on the movie...A lot of it is visual...

PY: *Yeah, lot of teaching in our sources is for exams. ... All of them, the lower order and the higher order questions...*

In terms of the curricular spider web principles there is a need to show how assessment is done. Participants responded by showing they use the DVD for assessing low and high order skills in a way of probing questions attempting both low and higher responses (Kennedy, Hayland & Ryan, 2006). This relates to the curricular spider web where assessment and outcomes are emphasised.

These findings were corroborated by observation as learners in PX's class were joined by learners from PY's class. As a participant observer the researcher assisted in the arrangement plan for their sitting, but not interfering with the planned sitting by participants and it took

five minutes to do it. Learners were able to fit into the space well as some were sitting on chairs while others were sitting on the tables along the wall. The resources used were the same as mentioned in the first question, but with chalkboard as an extra resource. Participants shared the class teaching the Truth and Reconciliation Commission (TRC) content with focus on the kinds of human rights abuses in the period of 1960 to 1994. Participants started by asking learners why perpetrators were prepared to come forward and confess by telling their stories and the victims prepared to tell their testimonies. In this lesson participant instructed learners to identify confessions of perpetrators and testimonies of victims and relate them to a kind of human right abuse and when that abuse took place. They also instructed learners to describe the emotional state of victims and perpetrators. This observation was corroborated by documents analysed in terms of curriculum policy coverage. The documents analysed showed that content on the TRC focuses on the abuse of human rights between the periods covered by participants in the lesson taught. They further emphasise the coverage of low and high order questions.

5.5. Why do Grade 12 History teachers use the Internet-based resources the way they do?

The participants of this study used the Internet-based resources to create interest and make History come alive, as well as to improving learner performance. The participants' goals are to make History interesting as a subject and to research in order to enrich themselves and expand their conceptual understanding. They use the Internet to supplement other resources that are used for teaching and learning.

This is how they responded to the interview:

I: When you are using your Internet resources; do you have any particular goal in mind that that you want to achieve?

PX:

...to make it interesting because History dies, if you don't sell it to the kids as a subject anymore and... For me to make it interesting, you have to find all the juices and the

interesting things, with the visual that we've got today. My goal is to actually keep them, you know as a sort of like we're one family, if I have to be honest... I think for me it is also to find some [thing]interesting, interesting concepts that, that I didn't know about and also to make History come alive, I think for both of us.

PY:

Yeah, but, but I think it's more, I don't see there'll be as goals as such, I think is just as a... as a supplement to what we are teaching.

PX:

Yes, Yeah

It is noted that participants emphasize interest as a guiding principle when using the Internet-based resources. It is not mentioned how interest assists teaching and learning in History. It is crucial to relate the goals of using the Internet to curriculum requirements in as much as entertainment is attained. Learners may use social networks like Facebook or Blog to connect to that person; if the person is no longer alive they can connect to those who have certain features similar to that powerful character in a pseudorelationship. This will enable the learner to learn those features of an ideal character. It does not necessarily need to be that particular person, but his/her characterisation is enough as it will stimulate the cognitive level of the learner to a certain extent in the process of parasocialising. In so doing he/she develops features similar to those of that person.

Interest and enjoyment in History can also be attained through the EET by striking a balance between entertainment and education. In doing so learners may develop different ways of understanding in the process of learning, but still enjoying and their interest taken into consideration which is to enjoy what they learn.

In the literatures reviewed concerns about creating interest in the teaching and learning of history featured in both international and local literature. In international literature Clarke (2008) and Dobozy (2011) indicated that History teaching in Australia and Canada lacks the element of bringing interest to learners in order to enjoy it. OFTED (2007) challenged History teachers in the UK to reflect enough on the way it is studied, enjoyed and

communicated to the contemporary society. Locally, Siebörger (2006) makes a reference to international concerns in England as early as 1972 where issues pertaining to making History interesting to adolescents were brought forward. It is further noted by Persad (2011) that local History calls for a need to develop interest in teaching History to keep learners excited and motivated. It their response to interview participants indicated the use of the Internet-based resources created interest among History learners and it helped to keep the subject alive in school. More-over in analysing conversation in as much as the content is crucial, less focus is put on the content of text produced for the purposes of research, but rather more focus is put in the formal analysis of daily situations (Flick, 2006). In understanding the importance of the conventional approach to data presentation, but based on the real life of the participants and communication patterns, it is important to note the language used by participants in conceptualising words like "family", which indicates how the relationship is perceived in their context. They do not relate only as strangers or colleagues in the works place or teachers and learners at school only but go beyond that construct and create a more intimate family network. They consider a lot more than just mere teaching and learning exercises. Participants emphasise more using the internet for fun and to attract learners to choose History as a subject they learn in school. In the interview they revealed that:

PX:

...they take History because they know that there is a lot more fun... before that they did not take History. When I arrived here in sixteen years ago there were eight students taking history, but now we have seventy students taking History.

PY:

Now look I also think what make students choose History is because they know they are going to do well.

Participants indicate that they experience challenges with regard to sufficient resources they need, then the Internet helps in addressing that shortage. They also make it clear that pressure from completing their content coverage poses a challenge as well and all that contributes to the way they use the Internet. Pressure may be reduced when participants develop some of the EET constructs like transportation.

PX:

...resources are limited in the form of book, but the Internet resource is bigger and they actually have that opportunity to look at it from that angle as well. For me it's, it's a huge tool, to think and to go beyond the syllabus and the, the restrictions that we have. That's what I'll say my goal will be.

PY:

You're right, you know I think one of the things you must notice is that there is such a pressure of finishing the syllabus on time.

(I: *Yes, yes, yes) that lot of our teaching is about chalk and talk.*

PX: *Yes*

The reasons why and the way in which History teachers use the Internet-based resources may be influenced by a number of factors. Some of those factors were revealed by literature in this study. On the one hand, international Haydn (2006) in the UK; Zhao (2004) in the US reveal negative responses from teachers towards the Internet-based resources, such as reluctance to use these resources; and Social Studies teachers (which includes History) being the least likely to engage higher order thinking activities respectively. On the other hand, international literature points to positive attitudes to the use of the Internet-based resources, Kay, Knaack and Petrarca (2009) in Canada; Education and Science Department (2006) in Ireland; reveal that successful learning and lesson preparation through usability and engagement; the promotion of History by the Education Department, schools, teachers, parents, students and private sector respectively.

Local literature reveals that accessibility is a major challenge due to a number of reasons. On one hand Nacker (2010) and Naicker & Fourie (2011) argue that age determines how and why teachers use the Internet or computer resources. On the other hand Greyling (2009) argues that income and social group spatiality determines access to the Internet-based resources. Khoza (2013); Czerniewiczs and Brown (2010) argue that the digital divide

determines access and use of Internet-based resources. This debate may also feature in this study as both participants are coming from what can be perceived as a privileged background as revealed in their profiles and the context of this study. In the interview they revealed that:

I: Where are your Internet resources located?

PX:

It's here, my laptop is over there (showing by the finger), they will be putting my projector, my projector is in the store room (showing by pointing the next room) full of, full of, ehm... I've got all my DVDs and everything in there, ehm but yeah I mean we've got one Internet in the court yard every teacher in the school got wireless Internet, but directly into my classroom I want to put a phone on. I can plan for... I've got speakers put into my classroom, my husband do that, but it's not every... I've done that for my History, it's not, and it's not a standard thing that PZ (referring to the School Principal) put in. My husband did it for me because of the fact that... we needed it so badly actually and it was so difficult to get team teaching always on a day and for us that works very well.

PY:

[In the background] Yeah, it works very well.

The use of the Internet-based resources by considering carefully considering their location and time spent to access them may make a huge difference as it is one of the principles of curricula spider web which need to be embedded in the constructs of EET for purposeful utilisation. The use of EET constructs can work with daily social networks which may solve a problem of access and usability. In response to time taken to access the Internet resources the participants responded this way:

I: Does it not consume time to access the Internet resources?

PX:

We, we are one of the lucky Department which actually meets on the daily basis to discuss what's happening, I think that's also what also stands out about this Department

PY: *Yes   yeah) because daily we see each other. We... PY comes to my door asks me what we are doing? How we gonna go about it? So... for, for me that is huge. I don't think... if we were not good friends, there would be a problem, you know*

It seems that if participants do not involve learners in their activities it may make learners lose focus and start disrupting the planned activities. It is noted that PY did not respond and that the response came from one participant. This may be based on organisational structure; the relationship is such that PY comes to PX in order to plan their work. PX is a subject head of History at school. Discourse analysis considers the way relationship is built based on the regulation and normalisation of power relationship (Nieuwehuis, 2007). Therefore it is important for this study to interpret the response of participants considering discourse that comes from conversation in this regard.

It has to be noted that debate on certain issues related to the use of the Internet-resources is influenced by a number of related factors such as access and usability and became apparent in the responses of participants. Therefore, some of the responses point to issues related to theoretical framework, for example Czerniewicz and Brown (2010), Ford and Botha (2010) argue that being elite and not determine access and ability to use Internet-resources; Greyling (2009) and Tire & Mlitwa (2008) argue that geospatial and social class determines access and ability to use Internet resources; Naicker (2010) and Fourie and Naicker (2011) argue that age differences determine access and use of Internet resources. Khoza (2013) argues that there is a need to develop ideological awareness in using what he calls WBTL, which includes the use of Soft-ware (SW), Hard-ware (HW). He argues that the mere use of WBTL resources without ideological-ware (IW) does not lead to planned teaching and learning, calling those who use it as "digital awareness" users (DAU) and those who do not use it, "digital coincidental" users (DCU). Participants reflect some of these concerns.

PX:

No! Not even. I'm not even saying it's at home, my son, he got to Grade eight; first thing he did, went to the sound room. The sound room got a board this big (showing by hand) and it's got buttons, ask anybody he is the only person who knows what every button works.

This reveals exposure to one or other form of technology at an early age and how that may influence future technological competency of the child. It shows that learners are DAUs.

PY:

Yeah, but... your son to be fair is the most technologically advanced than them all. You know (I, Overlapping: Yes, yes) often the kids, they think they can do they haven't got a clue, they all come up here and then her son, (I: Yeah, yeah) you know...

The following response reveals affordability on the bases of a class status which is being or not elite:

PY:

...that every kid has to have an iPad; and what is an iPad cost? R1, 200, R1, 400 and then you've got to start loading-in programmes on it, all these companies are charging for all of that. Any... I... I'm telling you that kids and parents cannot afford this lot of money (money is emphasised).

PX:

[Overlapping] At least not in our economic background, not in this school.

The following conversation from interviews shows age differences with the regard to the use of Internet resources:

PX:

... In this school?... Eh...eh...20 years.

No, I've been actually teaching History for 16 years, I'm actually a Home economics teacher.

PY:

I've been teaching now for 43 years... this school, I've been here for 27 years

In their response to having had formal training in the use of the Internet-resources; this is how they responded:

PX:

No.

PY:

For example like these; (pointing to the resources)

PY:

No, hardly at all.

PX:

He... he relies on me.

It is also important to point it out that participants do make an attempt to choose their Internet resources as it is revealed:

I: Do you have the Internet resource that you prefer more over others?

PX:

...I actually can't say that I prefer any type...I have to be selective as a History teacher you have to be selective; you have to find something that is ehm relevant to the students, their age group, their minds...

PY:

My concern is with the use of the Internet is when you give kids a research topic to do... and you know that you gonna get 100% back what was in the wikipedia or whatever. And, and... You know that's a form of plagiarism you can talk of as much... at basic you know that they copy straight...

The choices made here lack understanding of IW. Khoza (2013) and Czerniewicz & Brown (2010) argue that WBTL environment users are divided into two while the latter argue further to add a third category; the first two are digital immigrants or coincidental users(CIU) and the digital natives (DAU), the third is *digital strangers* (DS). Khoza takes the argument to the next level identifying those who are not aware of IW irrespective of their level of WBTL tools, but if they are not aware of IW then, they are learning immigrants (LI). It therefore means that participants fall under either the CIU or LI or even the DS. These concerns are part of the ongoing debate about theoretical issues with regard to the use of the Internet-resources. It is for these reasons that this study further considered the curriculum spider in Chapter Three for its theoretical framework around the use of entertainment for the purposes of teaching and learning.

These findings were corroborated by document analysis and observation as both participants use the Internet-resources within the given context. They stick to a time-table and teach what is prescribed within a given time. The goals in terms of using a particular Internet resource are not clearly stated, making it to appear as if they are coincidental, but assessment guideline analysed in the document reveal outcomes to be achieved, but not in relation to the use of the Internet-resources. It is also important to note that outcome are some of the principles of curricular spider web and the participants did not indicate which outcomes are addressed in using the specific Internet or WBTL resource, they just gave an open ended approach to low- and high-order skills.

5.6 Key findings of the study as informed by research questions

The global influence from the use of the ICT makes it crucial for History teachers to use it for teaching and learning. It was also revealed in the literature that South Africa is placed well to play a critical role in the move towards a knowledge-based economy dictated by the global trend (GESCI, 2011). In order to play that role the Department of Basic Education intends to uphold the constitutional rights of all learners, irrespective of their background and social status, by ensuring that inclusivity is made a pillar in the curriculum offered in schools, so that all learners get the best education they deserve (Department of Basic

Education, 2011). In its Curriculum and Assessment Policy Statement (CAPS), the Department of Basic Education recommends the use of different LTSM to ensure that learners receive better education.

By considering participants' use of the Internet-based resources it can be said that:

❖ The first theme that is identified which comes out of this study is that resources used are identifiable. Participants use different Internet resources such as Google, YouTube, Wikipedia and DVD resources. It is also found that participants rely more on the hard-ware (HW) and soft-ware (SW) than the ideological-ware (IW) as highlighted in Chapter Two and Three.

❖ The second theme shows that participants play the role of being facilitators in teaching the prescribed content. They facilitate the learners' understanding of visuals from DVD on the content of History. In facilitating they use a teacher-centred approach to learners grouped from two History classes.

❖ The third theme shows that there are aims or objectives set for learners to achieve which are based on the assessment of History subject. This indicates that the achievement of outcomes is based on the curricula prescription. They revealed that more learners do well in History and that motivate them to choose History at Grade 12 level. They made it known that the Internet is not used for assessing learners. This shows that there is no ideological-ware related to the use of the Internet-resources to assess learners in History.

❖ The fourth theme shows that participants have a rationale related to the reasons of using the Internet-based resources. They reveal that they intent to promote interest in History among learners and that is working for them because they were able to attract more learners to do History at Grade 12

level in school. This reveals that they use the Internet more for entertainment than for learning. They indicated that learners like History because there is more fun.

❖ The fifth theme reveals that the location of the Internet-resources determines the way they are used. Their location does not impact negatively on time, meaning that it does not consume time. Therefore accessibility is not a problem as these resources are located in *"Class A"* and are easily accessible to other users in *"Class B"*.

❖ The sixth theme shows that geo spatial in terms of infrastructure like the availability of electricity in the school as it is located in urban area makes it possible to connect to the Internet, facilitating access.

❖ The seventh theme is about age factor where the older generation finds it difficult to have access to the Internet-resources as it was revealed in participants experiences; PX younger than PY had better access and PX's son younger than both of the participants as revealed in the discussions had better access compared to both of them.

❖ The eighth theme reveals that elitism influences access to the Internet-based resources as it was indicated that the school cannot afford more expensive resources like the iPads and the costs of downloading programmes that go with them.

It is shown in this study that there is a need to consider the way technology is used in schools to teach learners. The methods or approaches to teaching learners to learn according to the best available resources needs to consider the most favoured and effective media of the learners, so that they can realise their abilities without a hindrance on the side of the media. Learners with all abilities may be provided for, through inclusive media as envisioned in the new curriculum (CAPS) and beyond.

5.7 Chapter Summary

In this chapter, data presentation was done with analysis and discussion. The profiles of participants was initially provided as was their social background and the environment in which they find themselves determined the kind of the Internet-based resources they use for teaching Grade 12 History. Their ability to use and access the Internet-based resources when teaching is influenced by the organisational culture of their institution and their surroundings. Participants are individuals in their own right; therefore different conclusions can be arrived at based on a variety of factors that might have had an influence on them as persons and the reader as audience. In comparison with global standards it shows that there is a gap in the use of the Internet-based resources for teaching History, despite the above average standards by participants in comparison with the Learning Programme Guideline document for History in Grade 10-12. In the following chapter a brief outline of the study and its major conclusion will be considered. The chapter will further provide recommendations emanating from what has been found.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Brief summary of chapters

The previous chapter focused on data presentation, analysis and discussion of the findings. This chapter will concern itself with the presentation of summary of chapters, major conclusions and finally recommendations. After an in-depth scrutiny of the data generated some conclusions were made with regard to critical research questions that informed the study. As a result of matters stated in chapter four and conclusions of the study, some recommendations are made.

This study focused on the use of the Internet-based resources in teaching Grade 12 History in a public high school. The study attempted to explore the type of the Internet-based resources used by teachers, how they use them and why they use them the way they do.

The first chapter stated problems of this study as they were identified and stated. The rationale and objectives behind the study was clearly stated. The chapter revealed the background of the study and the existing situation to which it relates. The importance of doing this study together with the questions to guide it was explicitly revealed in the chapter.

The second chapter attempted to explore the use of the Internet-based resources in teaching Grade 12 History by stating the type of the Internet-based resources used by teachers, how, and why they use these resources. This chapter consulted different literature with regard to

the use of the Internet-based resources internationally and locally in teaching History as a subject, how and why these resources were used by teachers. Literature consulted showed differences and similarities in the way the Internet-based resources were used. In both international and local literature, difficulty in accessing the Internet-based resources was identified. Both literature showed more attention being given to Mathematics and Science subjects in the use of the Internet-based or technologically-enhanced resources for teaching and learning. The International and local literature call for a need to consider a pedagogic discipline approach in the use of the Internet-based or technologically-enhanced resources for teaching and learning. Both the international and local literature showed varying scales of teacher competency in the use of these resources. The reasons behind the use of the Internet-based resources, both internationally and locally, were to develop interest among learners in History. It was also noted that both literature called for the use of the Internet-based resources to address challenges of fieldtrips or visits to Historical sites. The use of the Internet-based resources, both internationally and locally, reflected an emphasis on the HW and SW usage without considering IW and the awareness to curricular principles of spider web. This ultimately resulted to coincidental learning. International and local literature both drew from case studies, conference papers, governments reports, literature review, field research, online documents and surveys.

There were also some differences in the literature; the definition of access in local literature goes beyond literal and physical conceptual meaning as it includes the technical use of the resources and the level of awareness in their use. Internationally, users rely mostly on computers as HW resources while locally they mostly use mobile phones as HW resources. Types of resources used internationally included Power Point, Word processor, Excel, Web Quests, games, Internet resources, Overhead Projectors, Timeline, MicroSoft Publisher, Inspiration, digital/video camera, video conferencing, TV, CD, CD-ROMs. Locally it included MXit, video, games, Online Chat, Discussion forum, blog and facebook. The contexts or environments internationally where the Internet-based resources were used may be described mostly as that of the first world urban environment; locally it may be described as mostly a rural, developing country with pockets of small first world contexts. The use of the Internet-based resources effectively is determined by the level of beliefs in the old traditional methods internationally; and age and social class status locally were a

determining factor. Teachers enjoyed more support to access and use the Internet-based resources internationally than locally where teachers lacked that kind of support. Literature showed references to using the Internet-based resources in teaching school History internationally, but locally it was a general use of the Internet-based resources with no specific application to History subject, in most cases it took place at the HEI of learning. International literature drew from comparative studies, school inspection reports and books. Local literature drew from studies conducted by international researchers like ethnographic studies and the integration of GIS with History content in a microcosm approach, UNESCO working paper and policy studies.

The third chapter's intention to explore the use of the Internet-based resources in teaching Grade 12 History in a public high school was made clear. In this chapter the paradigm of the study was highlighted and the theory that informs it; the situation under which the Internet-based resources may be used in teaching History was explained.

The fourth chapter's discussion focused on the research design and methodology applied to the study. In so doing the epistemological and ontological approach in a case study strategy to explore the research questions was used. The chapter further presented the ways and methods in which data was generated. It presented three methods of data generation in the form of document analysis, participant observation and semi-structured interviews. The advantages and disadvantages of those methods were also highlighted. The sampling methods followed were explained in this chapter. It also examined the way in which instruments for data generation were going to be used for data analysis. The importance of trustworthiness was elaborated on and an emphasis made regarding ethical issues. Finally challenges and limitations of the study were highlighted.

The fifth chapter revealed data presentation with analysis and discussion. The profile of participants was initially provided as their social background and the environment in which they find themselves determined the kind of the Internet-based resources they used for teaching Grade 12 History. Participants are individuals in their own right; therefore different conclusions may be arrived at based on a variety of factors that might have had an influence on them as persons and the readers as audience.

6.2 Conclusions

The study identified its significance with regard to the view that History in schools becomes marginalised and gets omitted in some schools' time-table. Those who still teach it think of getting rid of it as it is perceived to be irrelevant, outdated or as having no future prospects in the market dominated society. As the world changes and other disciplines adapt to using the current tools and mode of communication, History has become static, because of a number of challenges facing History in schools. This study attempted to explore these issues.

This study presented its findings based on critical research questions, in this conclusion those findings are discussed in relation to those questions.

The study wanted to find out whether Grade 12 History teachers use the Internet-based resources in teaching. It became clear that they do, but their focus is on the hard-ware (HW) (for example DVD) and soft-ware (SW) (for example Power Point) and excludes ideological-ware (IW) (for example methods, objectives or even theory). In so doing they make a choice which is not informed by the curricular needs but rather on serving interest of learners without considering curricula needs. The question should be what comes next after serving the interest of learners and keeping the subject alive? What will happen to History learners in the life after school? It must be noted that international and local literature does not reveal a theoretical approach or a conceptual understanding or even merely a subject specific approach when using the Internet-based resources in teaching different subjects and disciplines.

The study also wanted to find out how Grade 12 History teachers use the Internet-based resources. It found that they use the traditional teacher-centred method by grouping learners in a face-to-face teaching and learning environment. It must be noted that this is not the only approach; there are many approaches to teaching. Learners are diverse and their needs and ways of learning are different too. A multimedia with multi dimensional approach may work for many of the learners. There is too much focus on teaching the prescribed content only for the purposes of assessment. There should be a lot more than just that if considering the outside world beyond school and learning to relate to the 21st century environment where

21st century skills are needed. The use of the Internet should help in solving the problem of content coverage within a given time frame as this poses the greatest challenge.

In the third question, the study wanted to explore why History teachers use the Internet-based resources the way they do. It became apparent that the Internet is perceived as a tool for entertainment and is not seriously associated with 'real teaching', which in this study is referred to as the "chalk and talk" approach. Participants revealed some concerns about affordability and access as different factors seemed to be determining the way they use the Internet-based resources. Internet-based resources should not be associated with interest only, as it appears to be the situation globally as revealed by literature in Chapter Two.

6.2.1 Suggestion for further studies

There are some implications emanating from this study which point to further studies to be carried out in relation to the use of the Internet-based resources for teaching History in schools. This study was done in one school with two participants as a case study, obviously its findings cannot be generalised to other contexts. Therefore, it calls for future studies where more cases can be researched.

6.2.2 Recommendations

Based on the conclusion of the study the following recommendations are made:

Recommendation One

The Internet is a modern and popular mode of communication for adolescents who are learners as well. Therefore, there is a need for History teachers, teaching adolescents and other learners to adapt and start using modern means of communication for the purposes of teaching and learning. Therefore, the Department of Basic Education needs to roll-out programmes to equip teachers in line with its policies.

Recommendation Two

There is a need for teachers to understand the best and possible ways of sharing knowledge and skills with learners of all abilities in order to facilitate real-life situations in the process of teaching and learning. In this respect, teachers, schools, universities and other relevant institutions should come on board to ensure that the teaching of History makes learners develop skills that relate to the world of the 21st century. There is a need to create space for flexibility in encouraging multi-dynamism and dimensional discourses that relates to the world outside the classroom.

Recommendation Three

The use of the Internet-based resources and the way they are used in teaching History reflects its unfortunate past in South Africa. Issues related to access and skills to use it are still determined by the past imbalances of the people of South Africa. More than creating interest and entertainment there is a lot more that needs to be done as it appeared that participants saw the use of the Internet-based resources being more conducive to create interest among learners than curricula aspects. There is a need to use the Internet-based resources for teaching with a purpose related to the skills required to make learners relate to their future world. Therefore, the Department of Basic Education needs to ensure that all learners, irrespective of their material or physical condition and background, get the most relevant and best Internet-based resources that will relate to the challenges they face. Teachers need to be able to use those resources to the best of their abilities to ensure that learners are not disadvantaged by their inability to teach them in the best way possible.

6.3 Chapter summary

Chapter six attempted to provide for brief summary of all chapters from the first to the fifth chapter. It also attempted to provide the main conclusion of the study based on research questions and theoretical framework. The chapter also attempted to give suggestions for

further research in this topic. This chapter further made recommendations based on research findings related to research questions and theoretical framework.

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Appendindix A
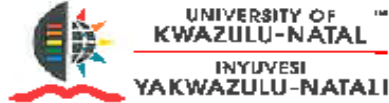
27 August 2013

Mr Dongwa Timothy Tshabalala 9151615
School of Education
Edgewood Campus

Protocol reference number: HSS/0831/013M
Project title: Exploring the use of internet resources in teaching Grade 12 History class in a public high school.

Dear Mr Tshabalala

Full Approval – Expedited

This letter serves to notify you that your application in connection with the above has now been granted full approval.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

Best wishes for the successful completion of your research protocol.

Yours faithfully

Dr Shenuka Singh (Acting Chair)

/px

cc Supervisor: Dr SB Khoza
cc Academic Leader Research: Dr MN Davids
cc School Administrator: Ms B Bhengu and Mr T Mthembu

Appendix B

Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

1. Applicants Details
Title: Prof / Dr / Rev / Mr / Mrs / Miss / Ms   Surname: _____
Name(s) Of Applicant(s): _____   Email: _____
Tel No: _____   Fax: _____   Cell: _____
Postal Address: _____
_____

2. **Proposed Research Title:** _____
_____

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3. Is the proposed research part of a tertiary qualification?	**Yes**	**No**

If "yes"

Name of tertiary institution: _____

Faculty and or School: _____

Qualification: _____

Name of Supervisor: _____ **Supervisors Signature**_____

If "no", state purpose of research: _____

_____

4. **Have you applied for permission to conduct this research or any other research within the KZNDoE institutions?**	**Yes**	**No**

If "yes", please state reference Number: _____

5. **Briefly state the Research Background** _____
_____
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_____
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_____
_____
_____
_____

_____

_____

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_____

6. What is the main research question(s) : _____

_____

_____

_____

7. Methodology including sampling procedures and the people to be included in the sample:

_____

_____

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_____

8. **What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?:** _____

_____

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_____

KZN Department of Education Schools or Institutions from which sample will be drawn – If the list is long please attach at the end of the form

9. **Research data collection instruments**: *(Note: a list and only a brief description is required here - the actual instruments must be attached)*: _____

_____

_____

_____

_____

_____

_____

10. **Procedure for obtaining consent of participants and where appropriate parents or guardians:**

_____

_____

_____

11. Procedure to maintain confidentiality (if applicable): _____

_____

_____

_____

**12. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants
(if applicable):** _____

_____

_____

_____

13. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable): _____

_____

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14. Research Timelines : _____

_____

_____

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15. Declaration

I hereby agree to comply with the relevant ethical conduct to ensure that participants' privacy and the confidentiality of records and other critical information.

I _____**declare that the above information is true and correct**

_____   _____

Signature of Applicant   **Date**

---

16. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.

I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.

_____   _____

Signature of Applicant(s)   **Date**

Return a completed form to:

Sibusiso Alwar

The Research Unit; Resource Planning; KwaZulu Natal Department of Education

Hand Delivered:

Office G25; 188 Pietermaritz Street; Pietermaritzburg; 3201

Or

Ordinary Mail Private Bag X9137; Pietermaritzburg; 3200

Or Email sibusiso.alwar@kzndoe.gov.za

Appendix C

Box 855

Pinetown

3610

27 March 2013

Dear Principal

I am undertaking a research project on "Exploring the use of Internet resources in teaching Grade 12 History class in a public high school". Therefore, it will be highly appreciated if you could read this document, sign the declaration below and email it as an attachment to my email address dongwat@gmail.com or fax it to 0866952273.

The research is influencing the ways in which people are being educated and trained in South Africa, like in any other developing country, is forced to conduct studies of this nature in order to critically evaluate and improve educators' methods. Therefore, this study aims at providing valuable information on exploring the use of Internet resources in teaching Grade 12 History class in a public high school.

Please take note of the following issues:

1. There will be no limit on any benefit that the participants may receive as part of their participation in this research project;

2.   Answer all the questions;

3.   Respond to each question in a manner that will reflect your own personal opinion;

4.   Your identity will not be divulged under any circumstance;

5.   There are no right or wrong answer;
6.   All your responses will be treated with strict confidentiality;

7.   Real names of the participants will not be used, but symbols such as A, B, C or X, Y, Z … will be used to represent participants' names;

8.   The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;

9.   The participants will not be under any circumstance forced to reveal what they don't want to reveal; and

10.   Audio recording will be made after consent has been obtained from participants.

This research project is supervised by Dr SB Khoza. His telephone number is (031) 260 7595 at the University of KwaZulu-Natal and his email address is khozas@ukzn.ac.za

Thank you for your support, co-operation and valuable time: Best wishes from

DT Tshabalala

University of KwaZulu-Natal

Tel.: (031) 260 7595

Cel.: 084 420 9018

Email: dongwat@gmail.com

Please sign the following declaration and include your full names as indicated:

I…………………………………………………………………… (Full names of Principal) hereby confirm that I understand the contents of this document and the nature of the research project to be conducted in my school, and I give consent to the participant to partake in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

……………………………………
………………………………………
SIGNATURE OF PRINCIPAL   DATE

Box 855

Pinetown

3610

27 March 2013

Dear Participant

I am undertaking a research project on "Exploring the use of Internet resources in teaching Grade 12 History class in a public high school". Therefore, it will be highly appreciated if you could read this document, sign the declaration below and email it as an attachment to my email address dongwat@gmail.com or fax it to 0866952273.

The research is influencing the ways in which people are being educated and trained in South Africa, like in any other developing country, is forced to conduct studies of this nature in order to critically evaluate and improve educators' methods. Therefore, this study aims at providing valuable information on exploring the use of Internet resources in teaching Grade 12 History class in a public high school.

Please take note of the following issues:

1. There will be no limit on any benefit that the participants may receive as part of their participation in this research project;

2. Answer all the questions;

3. Respond to each question in a manner that will reflect your own personal opinion;

4. Your identity will not be divulged under any circumstance;

5. There are no right or wrong answer;

6. All your responses will be treated with strict confidentiality;

7. Real names of the participants will not be used, but symbols such as A, B, C or X, Y, Z … will be used to represent participants' names;

8. The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;

9. The participants will not be under any circumstance forced to reveal what they don't want to reveal; and

10. Audio recording will be made after consent has been obtained from participants.

This research project is supervised by Dr SB Khoza. His telephone number is (031) 260 7595 at the University of KwaZulu-Natal and his email address is khozas@ukzn.ac.za

Thank you for your support, co-operation and valuable time: Best wishes from

DT Tshabalala

University of KwaZulu-Natal

Tel.: (031) 260 7595

Cel.: 084 420 9018

Email: dongwat@gmail.com

Please sign the following declaration and include your full names as indicated:

I……………………………………………………………… (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

……………………………………
………………………………………
SIGNATURE OF PARTICIPANT   DATE

Appendix E

Interview Schedule

1. Do you use any Internet resource when teaching? If yes what is it? If no, which one would you prefer to use when given one?

2. What goals do you intend/would you like to achieve with it?

3. How do you/would you use it in teaching History content?

4. What role will/would you be playing in the process of teaching?

5. Do you/would you prefer specific Internet resource than others? If yes, which one would you prefer? If no, why?

6. Why do you/would you prefer this specific Internet resource?

7. Where are your Internet resources located?

8. Do you/would you have time to access them for teaching? If no, why?

9. Do you/would you use Internet resource for assessment? If yes, what kind of assessment you/would you use them for? If no, why?

Appendix F

A sample of documents analysis

Type of document	Content of the document	Source	Date of document	Quality of document	Purpose for the document
Hard copy and online (textbook, photo copied sources, newspaper cuttings, transparencies).	Life and role of Steve Biko	Primary and secondary	Different dates for different documents. Most of the textbooks is 2005-2006	Good: Well kept in teacher files, library and Microsoft Word in laptops	Work/lesson plan and assessment programme for specific content to be taught and assessed by the teacher.
Hard copy and online (textbook, photo copied sources, magazine articles and Power Point)	Cold War	Primary and secondary	Different dates for different documents. Most of the textbooks is 2005-2006	Good: Kept in teacher files, library and laptops	Work/lesson plan and assessment programme for specific content to be taught and assessed by the teacher.
Hard copy and online (textbook, photo copied sources, newspaper cuttings, DVD,	The TRC and Road to Democracy in SA	Primary and secondary	Different dates for different documents. Most of the textbooks is 2005-2006	Good: Kept in teacher files, library and laptops	Work/lesson plan and assessment programme for specific content to be taught assessed

Power Point)					by the teacher.
Hard copy (textbook, transparencies, cartoons)	Uhuru in Africa	Secondary	Textbooks 2005-2006, some of the cartoons is 2010-2013	Good: Kept in teacher files and library	Work/lesson plan and assessment programme for specific content to be taught and assessed by the teacher.
Hard copy (Book)

Hard copy (Historic events calendar) | Mein Kampf

Life-history of Mandela | Secondary

Secondary | 2010

2013 | Good: Kept in teacher's class

Good: Kept in teachers' class | Supplementary documents to be used by the teacher. |
| Hard copy (teacher diaries, receipts, travelling documents, photographs, pamphlets and brochures) | Field trips | Primary | 2011-2013 | Good: Kept in teacher's class | Educational tours both local and international. Sometimes used For teaching |

Appendix G

A sample of participant observation

Reception	Interaction	Activities	Resources
In school	Two receptionists, Head master and participants	Waited in the visitors area and read about the school achievements Participants are informed about my presence	School academic and sport file put on the Table Intercom used to make announcements
Visitors area	Received by Participant Y	Taken to Participant Ys' Classroom "Class B"; meeting and greeting learners Taken to Participant Xs' class "Class A"; meeting and greeting learners	Classroom with desks, chairs and tables for 35 learners Classroom with 35 learners desks and chairs equipped with some WBTL resources
"Class A"	Received by Participant X, she has worn Queen Victoria's 1899 coin necklace around her neck.	Meeting and formally introducing myself to participants, PX and PY We arrange furniture for the next lesson. PX checks if all the	Some furniture arranged Along the walls Big screen, laptop, Overhead Projector, data projector, amplifier, speakers, display of different political parties

		tools are ready	paraphernalia, display of World War 1 art aeroplanes, pictures of political leaders, Grade 12 learners' touring the world on the walls, Maps
In the beginning of the lesson. 35 learners from "Class B", one level up join "Class A" for History lesson	Learners take their place quietly. It took 5 minutes, they are told about my presence in class and they understand	PX introduces the day's lesson on the TRC for 5 minutes	Chalkboard Learners are seated quietly some on small tables against the wall others on chair (Auditorium)
		PY emphasises the importance of the lesson and critical concepts for 5 minutes	Power Point Presentation
During the lesson	Two teachers and 70 learners interact in a lesson about the TRC.	PX and PY share on certain aspects of the lesson. They play and pause to explain to learners parts of the lesson for 30 minutes	DVD
In the end of the lesson		Both PX and PY highlight critical	Power Point

		aspects and possible assessment activities to be done for 15 minutes. Learners and Participants reflect on the lesson. I also engage learners and participants in the discussion about the lesson	presentation
Learners rearrange the furniture and "Class B" returns back to theirs	Learners disperse and teachers share some views on the lesson	Learners are given some activity sheets to take with them. The sheets are based on the TRC content. I share with learners and participants on what I observed in the lesson.	Hard copies

Appendix H

A SAMPLE OF SEMI-STRUCTURED INTERVIEW TRANSCRIPTION

I: Eh...Good afternoon, PY and PX.

PX and PY: Good afternoon (simultaneously).

I: Eh...I am eh...Tim Tshabalala ehm...a researcher and a student of eh... University of KwaZulu-Natal. (Voices of learners passing by outside the classroom in the background) I'm doing Masters eh Degree eh in Curriculum Studies; and I'm here in your school today eh to conduct eh... (pause) field research with you eh with regard to the use of (brief clicking sound in the background) Internet resources in teaching Grade 12 (pause) History class (emphasised). Eh... (pause) there are (pause) ethical issues relating to consent eh which I issued to you. Eh I think you've gone thorough that?

PX: Yes (as if is whispering).

I: And you are, you are happy with that?

PX: Yes (as if is whispering).

Eh.... we...are ready now to start with our interview since eh eh you got the clarity from the documents that I gave you eh so that we prepare for today for this particular interview with both of you. Eh thank you very much for welcoming me in your school.

PX: Pleasure.

I: Ok, eh PX you are an HOD?

PY: Head (in the background).

PX: I'm a Subject Head.

I: Subject Head?

PX: Yes I am.

I: Eh for... for History?

I: Eh and you are teaching Grade 12?

PX: Yes, both of us are teaching Grade 12

PY: Both of us are teaching Grade 12

I: And you PY you are also eh a senior teacher at Grade 12?

PY: Yeah, but I'm actually a retired teacher.

I: Ok, retired teacher with lots of experience.

PY: Re-employed by the Governing Body.

I: Ok, based on the vast amount of experience that you have. Thank you so much (with a smile) thank you so much. O... k.

I: Eh, the, the, the questions which I'm going to ask you are based on the interview schedule which has been issued to you.

PX: Ok.

I: You received it?

PX and PY: Yes (at the same time).

I: Ok, thank you so much. Eh, Ok, you just need to feel free.

PX: In whatever way we want?

I: Yes, in responding to the questions, respond the way you feel comfortable eh with it.

PX: Ok.

I: And you, you indicated that you do not object to the recording of our interview for the purposes of this particular research?

PX and PY: Yes.

I: Thank you so much, thank you so much. I will pose a question asking both of you, you will respond and then we will just discuss.

PX: Ok.

I: Eh, the first question that I'm going to ask you' I've got nine questions, for you, in this interview. The first question that I'm going to ask you is: Do you use any Internet resource when teaching, a specifically Grade 12, History class? Do you ever use any Internet resource?

PX: I use, I use the Internet, eh not necessarily when I'm teaching, but I do use it as a back-up for my own knowledge, Ok well, when I don't know something I will go into the Internet and I will go and verify something that I don't know. So it's a bit of a Yes or a No because when I'm doing the teaching, it's a sort of my background knowledge will come up through. Ehm, at times I might just decide to find a song on YouTube or a clip from YouTube or I might go to google and look for something that I want to show the class whether it's a picture or an image or something that I don't know then I will go and look for it and show them in the classroom. You know when that happens, PY's class is with my class, Ok.

I: Ok.

PX: So they also get the benefit of seeing things visually in my classroom.

I: Ok.

PY: Or perhaps it will help if we said that we share classes right to our seniors.

PX: Yeah,

I: Yeah, yeah.

PY: I will teach one section and PX will teach another section to the same group of kids.

I: Yes, Ok, eh you, you think that works better for you?

PX: Yes, it actually works very well.

PY: It works very well indeed.

I: Ok, eh, eh thank you very much, eh then: When you are using your Internet resource, (PX: "Mh" overlapping) eh, do you have a particular goals in mind that you want to achieve? Is there anything, when, when you begin to use, I heard that you, you said PX that, eh when you want to verify something eh if there is more information the back up and things of that nature, you do use it. So what, what are other goals that are there?

PX: I think for me it is also to find some interesting, interesting concepts that, that I didn't know about and also to make History come alive, I think for both of us.

PY: Yeah, but, but I think it's more, I don't see there'll be as goals as such, (PX: Yeah, overlapping) I think is just as a...as a supplement (PX: Yeah, overlapping) to what we are teaching.

PX: And to make it interesting because History dies, if you don't sell it to the kids as a subject anymore and... For me to make it interesting, you have to find all the juices and the interesting things, with the visual that we've got today. My goal is to actually keep them, you know as a sort of like we're one family, if I have to be honest. I mean If I look even at my work, I'm looking at the board (chalkboard) right now...The kids I have to show them pictures and newspaper clippings that I 've got in my house, but is not necessary coming from the Internet. It could be other sources that I might use. (I: Ok, overlapping) so the Internet is not my only source of finding information, I think PY will agree. (PY: Yeah, overlapping) that we do have other ways.

PY: I just want you to look at ....? lot about teaching.

I: Yes.

PX: Which is not Internet banking is not even modern technology, that's how the kids actually want to learn.

I: Ok.

PX: I've got the whole sections like that on the board we still wrapped up and they, they like to keep the whole picture in writing in front of them and that is always every learner's way of learning. Eh my goal is......back across the story with the Internet and to actually give

them that extra if I think of the Internet as a resource, the goal will be to give them that extra to, to show them a picture, to show them a cartoon, a lot of that cartoon... studies that... get of Internet because resources are limited in the form of book, but the Internet resource is bigger and they actually have that opportunity to look at it from that angle as well. For me it's, it's a huge tool, to think and to go beyond the syllabus and the, the restrictions that we have. That's what I'l say my goal will be.

PX: Thank you so much, thank you so much eh for the response. Eh I see that, eh PY you also agree with the answer that is given by PX.

PY: You're right, you know I think one of the things you must notice is that there is such a pressure of finishing the syllabus on time. (I: Yes, yes, yes; overlapping) that lot of our teaching is about chalk and talk. (PX: Mh; overlapping).

I: I see

PY: There is this and the other book.

PX: Mh, mh.

I: Ok, then eh, if you use actually these electronic eh resources; do they actually help you in trying to cover the syllabus as you are saying that, there is pressure actually in terms of...

PY: Yeah, I think they help, but they, they're just a supplement (PX: Mh, mh; in the background) rather than...

I: Ok, They are just a supplement.

PY: Yeah.

I: Ok; normally what, what do you use? Do you use textbooks (pause) in most cases?

PY: Yes, in most cases.

I: And then use the, the chalkboard?

PY: Yeah, we use the chalkboard.

I: Ok; eh right eh actually in, in looking at it eh I, I will go to the question of looking into the content because we know that History actually is rich with content (PX: Mh, in the background), it's a content subject. So how, how do you eh use these eh electronic resources or Internet specifically to actually tackle the content?

PX and PY: (Pause, sigh and breathing)

PX: Not often, not often, but I have, what I've been using is this one for Bantu Biko, but I'l tell you any way, is that very useful if I don't have access to a movie (I: Ok, in the background) or DVD (I: Ok, in the background) and I might need to download something that, that I ha... or that I put into my laptop and use that as a backup, like ehm...sort of Grade 12, like 'rubber through face' is hard to come by, so I have to find it and the children have downloaded it for me, they paid for it and both in my classroom and the form of a disc. So for them that, that has been very, very useful in, in, in bringing across an idea (PY: Yeah, in the background); (I: Ok, in the background) that, you know that .... or something like that. In a matric syllabus, whatever we use, we use ehm Steve Biko....what is this... that...'Cry Freedom', 'Cry Freedom', (I: Oh, yes, overlapping) there is also a movie that we taught Biko with, which was I mean overseas, what is the actor's name in this movie?

PY: Eh...

PX: You know the actor in....

PY and I: Yeah, yeah....

PX: Denzel Washington.

I: Yeah, Denzel Washington.

PY: Mark Kerns

PX: Yeah, they, they don't portray the African in a very good..., but the idea is there that the children get the visual of the life of Steve Biko and what he has done for South Africa, so is that content and they can see it for themselves, there it is on the board, but they may also see it as well as that might be the best source to use. It might be very biased (I: Ok, overlapping), but it's still a good source.

PY: I just (PX: clearing her throat in the background) thought that probably the most useful of any resources is by showing the DVD than any other thing. (PX: Yeah, yeah, maybe, maybe, yeah; overlapping).

I: Ok, then it, it did assist actually in developing conceptualisation.

PX: Yes, yes, absolutely, absolutely; if I think of every section that we've got for the matric syllabus I mean we've got, ehm...that's, that's...'C,..Cuban Missile Crisis' movie for that section (I: Yeah, overlapping), we've got eh Biko, we've got Martin Luther King, we've got Mississippi Burning, for th...for every section in matric, and that sub-section we do, we've got a backup in the form of a DVD we've either downloaded on the Internet or we've to go get that technology into the classroom, (I: Ok; overlapping) actually back it up all the way; even the TRC my subject advisor (I: Yes, yes, yes; Overlapping) gave us the clips from the actual TRC that was issued. So we've got...these little snippets that came for us and is...amazing how the kids actually can identify within an African context, instead of these notes and it's real, it's real; could I mean one movie, 'my school, our school, there's our school', (I: Ok; overlapping) so it is there, it bring things home (I: Ok; overlapping) to see things visually, (I: I see; overlapping), not necessarily a...a bright thing that we actually looking at the Internet for. A lot of it is visual... (PY: Yeah, lot of teaching; overlapping in the background) our sources for exams. I, I do a lot more than...; PY and I..., I find most of my sources for exams on the Internet, so if I have to find a piece and use it and use my questions and that...that's for me I, I do that. And then we find some original stuff that way as well.

I: Ok

PX: And then we share it, we share a lot of stuff, so it's not just ... I wouldn't say we are separate, actually we are one.

PY: Yeah, we work together (PX: We are one; overlapping).

PX: We work as a team very much (I: Yeah, yeah) in this department.

I: Thank you, thank you so much for a response, eh actually on that one. Oh right. Then when, when this particular eh resource is used in class; I, I want to see the role that you, you

play in the process of learning and teaching ...wh...w... do you facilitate? Do you...? What, what do you do?

PX: PY does a lot more than I do because he stops and say now listen, students. Please look at this or have a look at that and they analyse why they are doing this or what they do?

PY: Yeah, I try to do that to students, (sound of a moving table in the background) so that it's not...you know I said this to Grade eleven this morning, I said this is not just a movie, this is a teaching tool for you to learn how you can achieve.(I: Yeah, yeah, yeah; overlapping). And then I will say, do you see that? (PX: Mh, Mh; in the background) Why do you think he is doing that? What's happening there? (I: Yes, yes, ok; overlapping).

I: You, you emphasise the point of learning (PX: Mh, mh; in the background); because sometimes they may associate it eh with entertainment (PX: Rather; overlapping); a game or they are in a movie watching the ga...ok (PY: Otherwise is just entertainment I'm telling you, I mean in Grade 10 now we were watching, we were watching(PX: Shaka; overlapping) Shaka-Zulu; overlapping). And I constantly say now, why is that happening? Look at the way he is treating them, why is he doing that? (PX: Yeah; overlapping in the background).

I: Ok, now I 'm happy you are bringing a point of entertainment, and the... PX: you, you mentioned that actually they don't want to do History, they think actually that it's a... it's a subject that is... (PX: Not relevant today; overlapping).

I: Yes, exactly, yeah, now I want to see, eh if you teach it using these Internet resources, what, what is their response? What do you see? Do you see interest? What do you see?

PX: Well, we do because they take History because they know that there is a lot more fun, I think the kids who don't take History walk past my classroom and say PX you always have your blinds closed, I mean I've got blinds to keep the light out. You 're always entertaining, but I think through entertainment there is learning, because we've got such visual learners, they are actually learning through the entertainment...basically we bring the learning to them. We 're unhappy to put the movie on and let them watch it, ask afterwards, but I really believe that they do learn through watching things like that, (PY: Yeah; overlapping in the background) they really do.

I: Ok, thank...

PY: Most, most of them do, (PX: Yeah; overlapping) I don't think all of them do, because some of them (PX: They don't care; overlapping) still think they are just movies.

I: Yes, yes, but, but the point is most of them (PX: Yeah, yeah) do learn.

PX: And if I may refer back, they remember the part in the movie when you are still doing it then we can discuss it afterwards then... I can go back...actually what was happening and if you had a look at this, could you see how it fitted in with that, so there, there is a lot of that, that happens after for me more than during that PY, so it is.

I: And, and you relate it to, to the content, the History content?

PX: Yes, yes, yes; ... because you do the whole, what causes; what joints...yeah, yeah, yeah.

I: I see, I see.

I: Ok, eh, now I, I want to find out actually if you use these eh electronic resources, now you said that you use, you don't use only Internet you use so many resources, I want to find...from those electronic ones, are there others that you use? Do you have actually eh others that you may say I will prefer that more than the other one and so on?

PX: Are you talking about a specific Web site?

I: Yes, yes, any.

PX: Are you?

I: Yes, yes, any of electronic eh version itself, if you use actually what we'll say technology. (PX: Yes) Is there any that is your favourite? The one that you see...that...is a Web, maybe it's a blog or maybe eh discussion forum or anything maybe in your mind. What, what is it that...you mainly (pause) think you, you prefer?

PX: I,I...you know I actually can't say that I prefer any one type because in my mind if I open Wikipedia and I read what they say there I'm like ah...that's terrible. If I open up ehm...a factual Historical site sometimes I get better knowledge from that than I do, so I

cannot actually say that there is one site on the Internet that I prefer above another. I have to be selective as a History teacher you have to be selective, you have to find something that is ehm relevant to the students, their age group, their minds, what they...will it be beyond them? Will..., so for me it's not about a select.

I: It's about the relevancy?

PX: Yes.

I: Ok.

PX: Will I get that story home to them? (I: Ok; overlapping) Or will it be... (I: Ok; overlapping) a lot of play.

I: It makes you...does it meet the goals (PX: Yes, yes, yes; overlapping) of the lesson itself?

PX: And also the students and their age, I mean it's no good me talking about...matric work to a Grade 8 group, they've got to have things simply (I: Yes, I see; overlapping) you know that; we've just started with the Grade 9s...we've just started Hitler with the Grade 9s and I, I can't go into the depth of the Holocaust as we would in the Grade 11s (I: Yes; overlapping) or even in Grade 12s (I: Yes; overlapping) because their minds aren't ready for those... sort of i... ideas (I: Yes; overlapping) and even the ideology of that is way beyond their brains (I: Yes, yes; overlapping), we have to find sites that actually, I...I mean, I'll give you an example; the one day I..., I was sitting in class and the children were bored with the French Revolution, so I opened my computer and said right let us find something on the French Revolution and I found this very, very basic story on the French...I specifically did look... (I: Yeah; overlapping) I've got the bottom class and they get bored very easily (I: Yes; overlapping). And there were these little stick figures on the French Revolution and they started off by saying 'the French people were very mad with their King'... (I: Sure; in the background) I mean how basic is that? The (I: Mh; overlapping) French people were maaaad with their king (I: Laughter; in the background; I see). And there was a grumpy little picture. You understand what I'm saying? (I: I understand; in response) So for me that was so...'ah I wish we could do History like this (I: laughter; in response) more often said LLewelyn (one of the learners in class) ah...this is so much better than having notes put in your face (I: Ok;

overlapping). You know just look at the pictures, so he said this is so much better. For the kids that's how you know...so I don't think there is one...I mean I just pick a site (I: Yes; overlapping) and open it and say no then I close it again, (I: Ok; overlapping) I won't just...

I: Ok, it depends actually, which site is relevant (PX: Yeah, yeah, yeah; overlapping) for the child and the age group and the class and so on?

PY: My concern is with the use of the Internet is when you give kids a research topic to do (PX: Mh, mh; overlapping) and you know that you gonna get 100% back what was in the wikipedia or whatever (I: Mh; overlapping); (PX: That's something else; overlapping). And, and ...you know that's a form of plagiarism you can talk of as much, (I: Mh; overlapping)) but at basic you know that they copy straight (PX: Straight, yeah; overlapping); (I: As it is; overlapping) from it, there is no attempt to (PX: Hide it; Laughter; mh, mh; overlapping) use their own thought, research or what is the textual meaning or...and I so...

PX: (Overlapping) and they don't really understand, so is for us History teachers, we've got that negative connotation to using the Internet that we are actually (I: Ok; overlapping) taking out the creativity from children and be able to write freely, you know.

I: Ok, it's a...it's there is that negative attitude?

PX: For us as teachers more than the kids, because they're lazy you know, children are gonna be lazy (PY: Yeah, yeah; overlapping) then...wh ...when's the day we visited the library or gone to the library to thousands of encyclopaedias and books to find one paragraph on one specific thing, there aren't any many more, they are just surfing the net and discovering, you know 'ching, ching'.

PY: Quite often what you going to encounter whatever you ask them is gonna be coming from this.

I: And, and can pretend as if answers are coming from them?

PX: Yeah, yeah, yeah.

PY: If you ask them what does this mean? 'Oh no, that's my own work'; Explain what that sentence mean!

PX: They can't.

I: That is above their level.

PX: They can't refer what is a good side and bad side.

I: Ok, then, so you, you simply mean that actually the, the use of these eh electronic resources sometimes eh stalls eh creativity (PX: Absolutely, learning; overlapping) out of learning.

PX: Because they are not learning anything, so we've got disappointment, even a project, (I: Yeah; overlapping. Because now it's ... for us ah ... then we've to do projects for these kids; (I: Yeah; overlapping). They don't even build a model because they have to be creative in something like this (pointing to the displayed war aeroplanes and war ships) then for us to actually face them......, but go and research that and bring us something that you have learned (I: Ok; overlapping) because we know it is going to be something like cut (I: Cut and paste; overlapping) and paste.

I: Ok, I see. Oh; (PX: So, for us that, that's a problem, but ...I mean... overlapping).

PY: If you ask them to build models like this, (pointing at displayed war aeroplanes war ships) they, they gonna do something (PX: Yeah, they gonna produce something; overlapping).

I: Yes, eh PY you are saying like eh models like this just to build, we see (pointing at displayed war aeroplanes and war ships) eh... I see here aeroplanes above us, eh, eh ships, (PX: Yeah; overlapping) we can see that actually they relate to, to History eh content?

PX: Yeah.

I: Ok, in which Grade specifically?

PX: There is lot of Grade 8, but they have to do the lot of technology in World War One (I: Yes; overlapping) and how that changed from warfare that was on all sort of thought, you know have technology we have this technology and this was modelled in 1914, but a cell phone today that is how we related to the children today, your cell phone is the thinnest is

the smallest yet it's got so many bells and whistles that was the high tech modern things of the time, (I: Yes; overlapping) so for them that's how we related to them (I: Yes; overlapping) the theme. You know talk about ......, but they have to go and look for this place, so in the Internet you'll say go and find pictures rather than use the Internet to go and find the information and then taking it and converting it something else, if you know what I'm saying (I: I understand; overlapping); not just...

PY: Yeah, if, if you ask them to respond to this project now to tell you about these aeroplanes, you are guaranteed they will just go straight into the Internet (PX: Yeah; overlapping) and they will say; 'this is an air aircraft which have 24 and a half star engine and, so that, that is what is going to make their understanding as something to what you don't really understand what you are doing.

I: This, this is their own creation?

PX: Yes.

I: And they brought as part of the project that you are doing in History?

PX: Yes, yes, yes, yes, yes; (Overlapping).

I: Beautiful, beautiful.

PX: But, a lot of them, they have to use a recyclable material.

I: Yes.

PX: You can see this was made out of the paper from magazine (pointing to the displayed items), (I: Yeah; overlapping) covers of a magazine, (I: Yeah; overlapping) a cardboard that has got a bar code, this is the best one and it's advanced, (I: Yeah; overlapping), (pointing to one of them hanging over the ceiling in the classroom) you can see the wires (: Yeah; overlapping) which I love, it's beautiful, but ... yeah, so that kind that of courage, (I: Beautiful, beautiful; overlapping) but there is another aspect too, but at matric unfortunately there is no time to do something like this, (I: Yeah, yeah; overlapping). This will keep History in our school alive, I think so.

PY: Yeah, (in the background).

I: Ok, I see, so, if you say that in matric there is no time, what, what do you think eh actually makes you to think that there is no time? ...If you can just eh...

PX: Well the syllabus itself (PY: Yeah; overlapping) is very, very large, ok, we have to cover six sections in three terms because the last term does not count (PY: Yeah it should be; in the background)

PY: We are just finishing.

PX: We are just finishing now.

I: Meaning that eh content coverage it's, it's a challenge (PX: Yes, yes, yes; overlapping) eh by itself? There is so much work that needs to be covered?

PX: It's, it's too big so for us to be creative, the only way creative thing that can actually do, is that students ...is on Oral History Project, which is also wonderful that it's not ... they can't just really give us the ...Int ...they do, but they can't just give us the Internet stuff because they have to go and interview people, I think you do know that.

I: Yeah, yeah, yeah.

PX: And have a live interview with persons, so they have to marry that with the event that has happened at that time, if they can if that person was alive at the same time when the event have occurred. (I: Mh, mh; overlapping), for them that is very useful as well as an Internet resource.

I: Ok.

PX: They have to go and look for the History and marry it with that individual's History (I: Mh, mh; overlapping). So for, for us that's, that's ... the only thing they do in matric, which quite higher level, some, some of them achieve, but most of them....

I: Most them can't? (PX: Ha....; overlapping).

PY: Yeah, yeah, yeah, they are doing researching they learn on heritage (PX: Heritage site; overlapping) (I: Ok; overlapping) sites but again even there you tell them to go and photograph a heritage site (I: Mh, mh; overlapping) and talk about it... (I: Mh, mh; overlapping) and you will know that a lot of them will just go up to the Internet (I: Mh, mh; overlapping) and print out what it says about the Moses Mabhida stadium...   (I: Mh, mh; overlapping) there's a Heritage, and they just read straight off from what they got on...who built it, where it was, what it was used for and everything else. (I:Mh,mh; overlapping) So that...that, you see that's...that's one of my... they are not being creative. They...they... because the resource is there they abuse it and then they'll think ahh this is good, but they haven't really been creative, they haven't been to Moses Mabhida and interviewed the manager and said what does this stadium mean (I: I see; overlapping) so that's one of my reservations.   (PX: Negative   side,   yeah;   overlapping).
I: You, you prefer empirical doing of the work (PX: Yes; overlapping) eh by themselves getting involved, (PX: Mh, mh; overlapping) engage with what they are doing. Ok, I, I get that point. Eh, eh now the next question that, that I wanted to see, it's eh; your, your Internet resources, were ... where are they located? I see eh in you are in a History class, I can see it is vibrant, you can see when you enter into this class (PX: Laughter; in the background), you can see the windows, the curtains that are there, eh you can see the wall there, I can see there at the back there, it's just History in here (emphasised) (PX: Laughing loud in the background). So, eh are your Internet resources also done in the very same class? Is everything all here?

PX: It's here, my laptop is over there (showing by the finger), they will be putting my projector, my projector is in the store room (showing by pointing the next room) full of, full of, ehm... I 've got all my DVDs and everything in there, ehm but yeah I mean we've got one Internet in the court yard every teacher in the school got wireless Internet, but directly into my classroom I want to put a phone on. I can plan for ...I 've got speakers put into my classroom, my husband do that, but it's not every ... I've done that for my History, it's not, it's not a standard thing that PZ (referring to the School Principal) put in. My husband did it for me because of the fact that...we needed it so badly actually and it was so difficult to get team teaching always on a day and for us that works very well.

PY: Yeah, it works very well (in the background).

PX: What we do we put the chair against the wall and make an auditorium in here and we double up with seventy of children in here and we close the blind, we close the windows and we watch on the big screen you know. What more could I ask for? You know and yeah that's very much of where we got it, right here.

PY: Yeah, it's right here.

I: Ok, you mentioned the, the number, how many, how many children, can you repeat that?

PX: Seventy.

I: About seventy children? They, they sit and watch eh... (PX: In this room; overlapping); in this particular room?

PX: Yeah, yeah (emphasising), because if I've got 35 desks and chairs that means there are 35 places, because we line the whole room with desks put the chairs in front and then keeping the desks against the wall and then is like an auditorium when they watch.

I: Ok, what you do, you take tables away?

PX: No, no, we never take tables away, they sit on the tables at the back and they sit on the chairs as well. (Demonstrating by the show of hands pointing how arrangement is done).

I: Oh, I see.

PX: Yeah.

I: Then it becomes an, an, an auditorium. (PX: Yes, yes, yes, yes, absolutely; with a laughter).

I: Ok, so creative, so creative.

PY: Yeah, all of seventy kids in here.

PX: Seventy people actually in here, in a hot day when it is so hot, but then I've got my little air-conditioning unit (pointing at it) that try very hard to blow some cold air on us so... (laughter)

I: Ok, (Laughter), I see.

PX: I don't know if teachers have been interviewed like this Sir. (Laughter).

I: No, no, (PX: laughter; overlapping) that's why I told you that actually I... in my sampling (PX: Yes; overlapping) I just actually did purposive sampling (PX: Ok, overlapping), eh to get people eh that will just give me more (PX: Ok; overlapping), that can just relate to (PX: Yeah; overlapping) the topic, that I'm researching and you are doing it so well (PX: Laughter). And thank you so much for that. I hear do that actually you even went an extra mile eh your son and your husband actually assisting you to put the speakers here, to make this place actually a ... a movie place as it is, so eh does he understand the nature of job that you are doing and the importance of what you are doing right here?

PX: Absolutely, absolutely ... I mean the kids take History; (YP: Yeah; in the background) and before that they did not take History. When I arrived here in sixteen years ago there were eight students taking history, but now we have seventy students taking History.

PY: Now look I also think what make students choose History is because they know they are going to do well.

PX: We make sure they are going to do well in History, because we team teach, what a big thing.

I: I've seen your results, actually I went through and then I've seen results, you are doing so well, I think in 2012 you had a learner that actually achieved a 99% eh in History.

PY: Three learners.

I: Three learners.

PX: After remarking, three.

I: After remarking, three. Oh, after remarking.

PX and PY: Yeah after remarking.

I: Oh, is it? Ok, then, the total performance of school was actually around 99%.

PX: Yes.

I: Yeah, that is so ...so wonderful, yes, yes. Now eh ... actually eh getting to ... I had a question which I was going to ask you which relates to the location of the, the Internet resource (PX: Mh), eh you said is right here, my question was going to say to you, does it not actually eh consume time to access it, eh but since you said actually your learners actually do it here so, how many classes.... do they come from other classes for that or you only actually have the very same class ...and then .... eh..... I want to....

PY: When we show the DVDs or programmes (I: Yeah; overlapping) we always double up on our classes (I: You double up, they come into this particular ... then you make that auditorium seventy learners will actually be able to fit in so that they can share what is happening here, ok, that's wonderful; overlapping).

I: Eh meaning that actually it does not consume any time, it's easy to access...

PX: We, we are one of the lucky Department which actually meets on the daily basis to discuss what's happening, I think that's also what also stands out about this Department (PY: yeah; overlapping) because daily we see each other. We ... PY comes to my door asks me what we are doing? How we gonna go about it? So ....for, for me that is huge. I don't think ...; if we were not good friends, there would be a problem, you know (Laughter).

I: Yeah, I see, I see, to get learners from the other side coming to you, so you plan, you plan together so that when you move from the other side for that particular show you know and PY also plans it in the lesson that will be taking place that they will be coming and joining this particular class.

PX: They all know.

I: How many History classes do you have?

PX: (Pause; deep breath) Me or together we've two (I: As a school as a school, Grade 12, let me say 12). Two Grade 12, two Grade 11 two Grade 10, se..ve..n Grade 9 and seven Grade 8 (joined by PY in the background).

I: Ok, eh you have seven Grade 8 classes, (PX and PY: Seven Grade 9; overlapping), se..ve..n eh Grade 9 classes.

PX: Yeah, Grade 8 and 9 make seven classes, that's fourteen, fifteen, sixteen....twenty, twenty, (I: Ok; overlapping) total of twenty History classes, total (I: Ok).

I: Oh, I see I see, and then I hear do you actually talking about other Grades, then you do use actually these eh audio-visuals actually to other Grades; Grade 8, Grade 9 up to Grade 12, you don't just use it for Grade 12 only?

PY: No just, right so no.

I: Then when they get at Grade 12 they are already used to the methods. (PX: Yes, yes, yes; overlapping); Oh, because you work together. You teach the very same classes down there bring them up here. (PX: Yeah, yeah; overlapping). Ok, thanks you, thank you so much.

PY: And we make sure we work on the same pace in the syllabus. (PX On the syllabus).

I: For team teaching?

PX: For team teaching; (PY: For both of the classes; overlapping).

I: Ok, thank you so much for that response. Right now I'm getting to the last question, which I'm having here. Eh I, I just want to find out from you that, do you use your Internet resources for, for any assessment? When you assess do you consider using it or just do you just use it when you are giving references only? Eh nothing for assessment.

PX: It all depends, we haven't done it on the net, but we use a set of questions on a worksheet on the movie.

Can I always.... start off doing it this year ... PY in the beginning of the year in Grade 11 (PY: Yeah; responding). Shaka will definitely gonna have ehm in the paper, the exam paper, so exam paper will have all that in. I have French Revolution in the Grade 8 paper exam as

well; is one of the chapters (PY: In the background)..... It comes up in the exam paper because if you think about it, whatever you use on the Internet is a resource and History is based on resources....sources. Ehm you have to ... is part of that, it also makes them listen because if you tell them is part of entertainment they won't pay attention, but if I say listen, pay attention I might use that speech that person said or I might use that quote or you know, they don't know so.... ah...that might be there.

I: Oh, Ok; in so doing when you consider this part of assessment, you look at the variety of questions, all the questions you considered, you integrated them? (PX: Yeah, all of them, the lower order and the higher order questions). Ok, so eh PX, PY eh thank you, thank you for this particular interview it was so important (PX: I hope we helped you; overlapping). Eh yes, you did, you did definitely you did, eh I will communicate to you actually concerning the (PX: You are welcome; overlapping) analysing it doing everything I will just come back to you eh to verify everything that is there (PX: Ok; overlapping) with you a so that actually you can actually highlight or indicate (PX: Yeah; overlapping) whatever you want to indicate concerning this particular interview (PX: Ok; overlapping) and I thank you so much for your participation (PX: Ok). Thanks a lot. (Wrapping up, some background noise of attempting to close the recorder at 35:15).

PX: Are we done? That's everything you need to know?

I: Eh...so far with regard to this interview schedule (PX: Done) eh we have covered all the questions that I wanted eh you to give me some clarity on so, unless if there is something else actually that you want eh to highlight or elaborate on this particular aspect.

PX: I'm not...for me I just want to...you said here (referring to interview schedule in hand) for public schools, I don't think all schools have got the resources that we (PY: We have; overlapping) have, you know (I: Yes, yes, yes).

PX: I think that's also very important, ehm I think there are some, some public, schools in their public, you know?

I: Yeah (PY: Can I ask you how many schools do you intend to visit or have visited? Overlapping). Eh... because I'm doing eh... case study eh...I will focus only in one school

and this is school eh...that I was looking at in eh...Ethekwini south (Durban south) eh region in 'A District' eh the information that is here, I'm not going to compare it with any other context (PX: Mh, Ok; overlapping) or situation because it is unique and it is contextual bound (PX: Oh, OK; overlapping) in this particular school. For me actually is just to look at eh...the use of Internet resources, the way you elaborated and eh...if there is any school eh...of the same situation as yours, eh... these particular eh...concerns or discussions or conditions may also be generalised or work in that particular environment. But in other schools that are not of the same eh...context with yours it may not, but what we want to look at is best way eh...where Internet resources can be used as we know that eh...our children a mostly are digital, eh...children. They like so much of this technology, so I... want us to find out whether can this technology be used eh...in a way of teaching them. (PX: Mh, mh; overlapping).

PX: E...I also like to just say that I by any means a fundi or a professional on the use of the Internet in fact I'm probably a dinosaur like the dinosaurs of History like looking at children today. I'm very fortunate that my father taught me a lot what I do know, but at the same time I do realise that in order for me to go ahead into the future with the learners of the future I'm going to have far more Internet study and know my way around the computer far better than I actually do, but that is going to take time I don't always have the time. And in school like this, there are so many things to keep you busy and...

PY: Now you know seriously why I'm asking, one of...one of my reservations why I don't like technology at school...is how to get the resources into all schools so that everybody (PX: Mh, mh; overlapping) is gonna have an equal shot at. Because you know whatever we say your technical resources are expensive.

I: Yes, you are quite right.

PY: That's not gonna change now. So there are lots of people who don't have access as yet, you know. I thought the aim was deep rather than age. When we do research like on Hitler at the moment and the Jews (I: Yeah, yeah; overlapping) and I say right get out your cell phone and look at this, this and this and lot of them don't have them, so far and I have now been researching my three Grade 9 classes. The one class...there are about thirty kids in each

class. The one class eight kids do not have the cell phone. The other class ten kids do not have the cell phone and the third class seven kids do not have the cell phone. And that is the most basic technological aid that they can have it.

PX: Mh, mh, mh; it's affordable.

PY: It's affordable; then when I said to them why have you not gone so far? 'No, we had and then our parents taking them away from us'. No, they restrict us from doing a home work'. And quite a few of them will say no my parents can't afford to buy me a cell phone.

I: Oh, Ok.

PY: So...

I: You, you thought actually ... (PY: I thought... I gonna think....if I said take out your cell phones and do your research and every kid in the class can have it; overlapping)

PX: And not all even in the school as well we thought that as well (overlapping).

PY: So...so that could make me say that we want to achieve some results (I: Yeah, yeah; overlapping), I wonder how many years will take to get cell phones (I: Cell phones, yeah, yeah; overlapping). And certainly that's a sort of things we gonna have.

I: They, they are very difficult to get. Yeah, I think actually eh cell phones eh for these learners actually can work. Eh we know actually the problems with cell phones, maybe is because they are not utilised in ...positive way. (PY: Oh, yeah, yeah; overlapping).

PX: By the children (overlapping).

I: By the children (responding). This becomes a problem when they are brought to school.

PX: Yeah, yeah, yeah (overlapping).

I: But you think eh any perception can change that if they are used as a learning tool and the parents eh...you have said PY they are so strict. Can they actually eh become less strict once they understand that these cell phones are used in school for the purposes of learning and teaching?

PX: Learning ... (overlapping).

PY: Yeah that's true, but as soon as they walk out of the gate who knows what they gonna be doing with those cell phones. I really don't... (overlapping).

PX: (Overlapping) That's gonna be a while, but parents are not trusting of their kids having cell phones. I mean my son had his cell phone confiscated by his Maths teacher and I said to him, too bad mow you haven't got a phone. Because he was irresponsible; Why was his phone out and he should pay attention? Why was he on the phone?

I: Yeah, irresponsibility is a problem (overlapping).

PX: Yeah, yeah, they are teenagers, we were irresponsible when we were teenagers (overlapping).

I: Yeah, yea.

PX: No, you know (laughter....) when you went to varsity that is when you became responsible for learning (laughter....) it's quite a...fine line, it's yeah, yeah, how do you ...?

PY: And you...you can't say to the kids, you've got your cell phone and it's only...for...whatever you want to do in class, because else they are out there and go all day long on the cell phones, and I don't know what they are doing and nobody knows what they are doing even their parents don't know what they are doing or what they are looking at.

I: OK, eh when you talk to these learners eh do you have some of the learners having actually computers or access to...these electronic resources at home?

PY I: OK, eh when you talk to these learners eh do you have some of the learners having actually computers or access to...these electronic resources at home?

PX: Some of them at home. (Overlapping)

PY Yeah, yeah I think quite a few, but again eh you know when you say why didn't you do that homework? Hove you got computer at home? (Overlapping)

PX: Mh, mh.

PY: 'I don't have a computer my parents don't have a computer. (Expressing what learners say)

I: You don't think that is the honest eh answer?

PX: I think some have difficulty; a lot of them have to come to our library which got computers.

PY: Yeah.

PX: The library got very popular and they got to go and work there.

PY: Yeah.

PX: So it's an honest thing, they have to come and work, and if the library is not open there is a problem to submit projects and things like that; it is genuine, it is genuine.

PY: (overlapping); I think... (PX: It will be wild wish if every child, every household... (I: Eh get's that eh...; overlapping),

I: Eh....you know PX there was a very important, very important point that you, you touched actually where you said that you, you are not an expert actually on eh...eh...these Internet resources and so on and your son eh taught you. Did you say that?

PX: Yeah.

I: Ok, so you did not get...eh actually any formal training actually in accessing eh these technologies?

PX: No.

I: And you PY?

PY: For example like these (pointing at some in the classroom).

I: But you are using it?

PY: No, hardly at all.

PX: (Overlapping); He...he relies on me (laughter in the classroom).

PY: No, hardly at all (overlapping).

I: Oh, I see, I see, then don't you sometimes actually feel that your learners are more actually advanced than you?

PX: (Overlapping) Absolutely! Absolutely! And when they double their work! Oh! My Gosh! then I'm like where's my son with the time-table? Have to find him, then they'll say don't worry PX we'll try the ... if somebody comes up and complain and sometimes we'll rush him to get here quick (laughter).

I: That's interesting eh PX I want to ask; is your son actually here in the school?

PX: Is in matric!

I: (Overlapping) Is in matric? Ok, that helps you at school too
PY: (Overlapping) Yeah.

I: Ok.

PX: Yes.

I: Ok, if he's not here then others jump in and come and help?

PX: Yes, yes, yes.

PY: Yeah, but ..., your son to be fair is the most technologically advanced than them all. You know (I: Yes, yes; overlapping) often the kids, they think they can do they haven't got a clue, they all come up here and then her son, (I: Yeah, yeah) you know...

I: Ok, I see, did, did your son get any training, formal training with regard to the use of...eh...?

PX: (Overlapping) My son since he was this high (showing by hand); (I: Yes, yes; overlapping) had a fascination with anything that has got button.

PY: Mh.

I: Ok.

PX: Anything.

I: Ok.

PX: He knows more than my husband knows. My husband did teach him a couple of things, but he's taken it to another level and really has.

PY: Yeah, yeah (overlapping).

I: Oh, ok, your, your son was, was actually just born eh with this technology at home?

PX: No! Not even. I'm not even saying it's at home, my son, he got to Grade eight; first thing he did, went to the sound room. The sound room got a board this big (showing by hand) and it's got buttons, ask anybody he is the only person who knows what every button works.

PY: He knows, yeah, yeah.

I: Without, without being taught?

PX: Without being taught. He set down and taught himself, I mean he's no training, nothing.

PY: Eh, eh (Overlapping).

PX: That's why he's becoming a pilot because there's lots of buttons in an aeroplane (laughter)

I: Ok, I see, I see.

PX: Ok, he's one of those children, ok as, as I'm saying ...to say... eh I mean he'll walk in... and ,and he'l grab your phone and the next thing it's got another, this and this and this. (PY: Oh, yeah; overlapping), whereas most children would say oh, right we'll sit and work it out. He's just haa..., a different kid, he just is that way. PY: Yeah, yeah (overlapping). Eh...listen I had nothing to do with that, I'm a History teacher.

I: Yes, oh, yeah, yeah, ok.

PY: Now when I Look at my seven year old grand-daughter (I: Yes; overlapping), has got her own laptop and her own Black-Berry cell phone.

I: Repeat again, how old is your grand-daughter?

PY: Seven years old.

PX: Seven (in the background).

I: Got her own laptop? (tapping sound in the background).

PY: Her own little laptop is in her bedroom. Oh right her parents got the resources, (I: Yeah; overlapping) to buy those things. And they spoil her, obviously they are spoiling her. I: The, the tools that the child is using are already these eh technological tools that are advancing the skills of these learners at that young age. (PX: Age; overlapping).

PY: (Overlapping) At young age. If I can get back at what I've said, (I: Oh; overlapping) you see their parents have got resources, they have got lot of money (I: Oh, ok; overlapping) to spoil them, buy whatever she wants to buy, (I: Ok; overlapping) but now what I'm saying there are lots of kids who do not have those resources, and, and I... to me is (I: Yes; overlapping) going to be one of the, one the, the problems we got into bringing technology into school.

PX: It's a big ..... (Overlapping);

(I: Bringing technology into... school. And then, eh according to the eh...programme of the Department of Education eh...eh...Action to Plan 2014, they highlighted that actually by 2014 they intend to have eh all eh learners to have (PX: To have a laptop; overlapping) access to eh electronic resources overlapping.

PY: Have access to, but not to have their own; (Overlapping).

PX: Not have their own they've got not to have their own; (Overlapping). I: Yeah, yeah, not to have their own, only access, oh...ok. Now you see that actually it is difficult actually to achieve that.

PY: I think it is impossible to achieve it, for a long time there's gonna be.

PX: I think it's not gonna happen by next year.

PY: Yeah, this much talking has been about a lot of talks and terminology on these things, some schools in Jo'burg, they are now, insisting that every kid has to have an iPad; and what is an iPad cost? R1, 200, R1, 400 and then you've got to start loading-in programmes on it, all these companies are charging for all of that. Any...I...I'm telling you that kids and parents cannot afford this lot of money (money is emphasised).

I: Mh, mh, mh; (overlapping).

PX: At least not in our economic background, not in this school (overlapping).

PY: No, not in this school, well that can happen in a more affluent area (overlapping).

PX: Yeah, yeah not here (overlapping).

I: Mh,mh, mh, yeah, yeah, yeah, I see (overlapping). Eh PX if I you can give me your, your experience in teaching, eh how long have you been in there?

PX: In this school?

I: No, in just teaching generally.

PX: Eh...eh...20 years

I: Ok, you have been teaching History?

PX; No, I've been actually teaching History for 16 years, I'm actually a Home economics teacher.

I: Ok, in this school?

PX: No, I wasn't, I taught it before, three months, but not here in Johannesburg.

I: Oh, in Johannesburg. How long have you been in this particular school?

PX: Sixteen years.

I: Sixteen years, o...k, eh...PY how long have you been (tapping sound in the background)...the experience in terms of teaching?

PY: I've been teaching now for 43 years.

I: Yes, yes, yes.

PY: This school, I've been here for 27 years.

I: Yes, yes, then how long have you been teaching History?

PY: All that time, but I'm also an English teacher, (PX: All that time; overlapping) you know.

I: Yeah, ok, it's easy actually to relate concepts to the language and so on...

PY: Yeah.

I: Your, your learners actually do not have a problem in terms of the...accessing the language?

PY: Not, not a problem.

I: They don't?

PY: Oh, no I can't say all, (PX: Not all; overlapping). Some still do have. I think even if they speak, they gonna still have a problem with some of the resources that we use.

I: You are using English as a Home language?

PY: In all the resources, (PX: And as a medium of instruction, yeah and Zulu have a Zulu class not here overlapping and laughter).

I: Ok, I see, ok (laughter).

PY: I thought, you know that's gonna haunt them definitely since exams are in English.

I: Oh, yeah, yeah.

PY: There is no...I often say that Zulu speaking learners in our school if they could answer the questions in Zulu, their marks could probably be way high (emphasising the point).

I: Oh, you, you mean that language actually plays a particular role in this.

PY: No, I just wanted to see that the other day that...the...other the, the government is acknowledging that maybe they should allow kids to answer in their mother tongue whatever it meant you know Sotho whatever.

I: Mh, mh, mh.

PY: And then certainly is true, but you know certainly of course, there's been many eh...Zulu or Sotho people want their kids to come to school, why because they want them to be educated in English which is the universal language, rather than their mother tongue.

I: Mh,mh, o...k (overlapping).

PY: So, so that is another thing to look at.

I: Mh, mh.

PY: Now you ask the kids; why are your parents sending you to school? Number one, they want us to have a better education that they did not have. Number two, they want us to be educated in English so when we go out to get a job, we are fluent in English, we will have much better chance of getting a job.

I: Yeah, yeah...o...k.

PY: So, yeah.

I: O...k, eh I think we, we are...done, eh it's been pleasure, (PY: I think so; overlapping) I thank you so much, I thank you so much for the information that... (PY: Yeah, thanks, pleasure; overlapping) you gave me.

PX: (Overlapping) Thank you, I hope you do well, with a distinction for this (laughter).

I: I hope I will, eh I hope I will, eh...eh...I'm just trying to stop eh ... (grabbing the recorder).

PY: Now you are going to do your whole masters in English or Zulu? (Recording stops at 51: 31).