

THE USE OF MULTI-MEDIA TECHNOLOGY IN TEACHING AND LEARNING HISTORY AND INTERNATIONAL STUDIES IN NIGERIAN TERTIARY INSTITUTIONS

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Abstract

Events and developments around us in recent times point to the fact that we are now in a technology-driven world, where efficiency and high productivity in any facet of our national life are made possible by the application of technology. The education system all over the world has received a great face-lift with the introduction of multi-media technology, which has become widely used to create engaging and interactive classroom teaching and learning as well as online studies in different fields of academic discipline. Multimedia technology, when fully introduced in the Nigerian education system, will radically improve teaching and learning in different subject areas by incorporating diverse media formats like internet, video, audio, text, images and computers to enhance learning and pedagogical skills. The integration of multi-media technology in teaching and learning of History and International Studies in our tertiary institutions will ensure the accommodation of students and lecturers with diverse learning and pedagogical needs, respectively, and make learning more dynamic and more virtually appealing. Thus, this paper which seeks to examine the use of multi-media technology in teaching and learning History and International Studies in Nigerian tertiary institutions will be treated under the following subheadings- multimedia technology in perspective, multi-media technology in Education, the use of Multi-media tools in teaching and learning History and International Studies, impacts of multimedia technology in teaching and learning of History and International Studies and challenges and prospects of multimedia technology in teaching and learning History and International Studies. The paper sees lecturers' resistance to change from traditional method of teaching to an innovative method propelled by multimedia technology as one of the challenges facing the adoption of multimedia technology in studying History and International Studies. It suggests among others, that lecturers in the above department should engage in professional development programs to update their knowledge in the use of multimedia tools in handling classroom teaching and learning process.

Keywords: Multi-media, technology, teaching and learning, History and International Studies, tertiary institutions.

Introduction

The fact that the world is rapidly changing and adjusting to a new order of technology-mediated activities, where impossibilities are transformed into possibilities overnight and difficult tasks are handled with unprecedented rapidity, cannot be gainsaid. Technology has significantly enhanced our methods of teaching and learning in various academic disciplines within our educational institutions. In many developed countries today, technology has offered favourable opportunities to both students and lecturers to improve on their learning and teaching outcomes in history and international studies through efficient application of various multimedia tools.

Multimedia technology can reform and revitalize teaching and learning of history by incorporating multiple and diverse technological tools like ICT, videos, images, animations, audio, etc that help make teaching and learning more interactive and effective (Agbesanya, Folorunso & Odulami, 2024). Multi-media tools, when effectively handled by competent lecturers, can make teaching and learning of history and international studies in tertiary institutions more appealing to students and with an enhanced academic performance (Hillis, 2010). One, however, wonders whether the above applies to teaching and learning of history and international studies in tertiary in Nigerian tertiary institutions. Observation has shown that most lecturers in most departments of History and International Studies are still unwilling to integrate the use of multimedia technology in their classroom lecture delivery, while those willing to integrate it lack the basic knowledge, skills, and resources to do so.

Teaching and learning of History and International Studies will be made highly effective efficient, interactive and engaging when various multimedia tools are integrated into its ineffectual traditional instructional approach to teaching and learning of History and International Studies by incorporating multiple media formats like texts, video, audio, images and so on, to enhance both students learning experiences and lecturers pedagogical skills.

It is indeed very unfortunate and regrettable too, that most sectors of our nation's economy, particularly the educational sector, are very slow to respond to the need to introduce the use of multimedia tools to enhance their current operational status. Similarly, most departments of History and International Studies tertiary institutions in Imo State, such as, Alvan Ikoku Federal University of Education, Owerri and Imo State University, Owerri, have not shown willingness or marked interest to integrate the use of multimedia tools into the study. Besides, some of the lecturers have continued to express the view that the

cost of integrating multimedia tools into the study is too high. Some lecturers lack the basic skills required to handle such tools in classroom teaching and learning. None of these excuses is sufficient to warrant their present cold feet in adjusting to the paradigm shift in modern pedagogy based on the use of multimedia technology. But however, one thing that is crystal clear and cannot be easily swept under the carpet of biased and hasty analysis, is that the current clamour for the use of multi-media technology to enhance teaching and learning of History and International Studies in Nigeria's tertiary institutions came at a time when the course of fading in its academic beauty, leading to losing its savour among students and, so, is in dire need of advancement, and its lecturers in need of professional and career development. Thus, this paper considers it germane to examine the use of multimedia technology in teaching and learning History and International studies in Nigerian tertiary institutions.

Literature Review

Multi media technology has been defined in different ways by different scholars from different academic disciplines. Similarly, several scholars have also expressed their views about the relevance of multimedia technology in education and other fields of human endeavours.

Adulrahaman et al (2020) see multimedia as a combination of more than one media type, such as text, symbols, images, pictures, audio, video, and animations, usually with the aid of technology to enhance understanding or memorization. Multimedia technology includes interactive computer-based applications that allow people to communicate ideas and information with digital and print elements (Learn.org, 2025). Mayer (2021) defines multimedia technology as an instructional delivery that involves the use of VCD/DVD or PowerPoint or 16mm film, which are combined with still pictures, text, graphics, motion pictures, background sound as well as some narrations to enhance learners' understanding of concepts. Bartsch (2019) sees multimedia as involving the use of two or more different types of instructional media in presentation.

Similarly, multimedia technology is described by Pullashi and Sellappan (2016) as a relatively new word in digital technology, which has to do with the merging together of several different mediums, such as texts, graphics, animation, video and sound into one whole subject for the production of fruitful outcomes for its end users. The essence of multimedia technology is to make communication more organized, more efficient, more effective, more interactive and clearer than ever before.

The common features shared by all their definitions is that multimedia technology involves the combination of various digital tools such as texts, sounds, videos and graphics to disseminate information to different audience for their better understanding. It is a digital technology that is based on the combination of many digital tools to achieve its objectives.

Multi-media technology is described by Ogbomwen, Abdullahi and Kolo(2021)as one of the ground-breaking technological innovations in the contemporary digital age. They further remark that it is a technology that combines diverse media to generate texts, graphics, images and sounds which are creatively blended into one presentation to come up with a formidably programmed and effective teaching and learning environment Multi-media technology, which has Computer Assisted Learning at its center, has been rated by researchers as the most appropriate medium for upgrading the conventional instructional teaching method towards improving the learning outcomes of students (Oluwatoyin, Olujoke& Baba, 2022). Thus, multimedia technology as an instructional aid becomes the framework of this discourse.

Multimedia Technology in Education

The application of multimedia technology in teaching and learning process offers educators the opportunity for interactive study and effective dialogue with the students in comparison with traditional methods of teaching which may lack such interactivity and effectiveness. The education sector generally has witnessed tremendous transformation given the integration of different computer software, internet, graphics, text, video, sound, MP3, MP4, animation, and so on, to handle classroom instructional delivery. Multimedia are designed to support learning with toolsthat allow learners to process information both in verbal and pictorial forms (Abdulrahman et al, 2020).

Multimedia tools like PowerPoint/Google Slides are placed high in education because they allow teachers/lecturers to create visually appealing presentations with multimedia elements like images, videos, and audio. Similarly, smart boards/interactive whiteboards, when used by teachers/lecturers, guarantee dynamic presentations, annotation, and students' participation through touch screen interactivity (Google links). Another important platform used in education is Canva. Canva is used to create engaging presentations, videos, and other media for various educational purposes (Google links).

Flipgrid is another multimedia tool that works with Google Classroom, which allows teachers/lecturers to create “grids” to facilitate video discussions. This tool is described as super cool for hybrid or e-learning environments. It allows students and lecturers to record videos of themselves answering questions. It provides an effective online platform for faceless interactions. In each grid, which looks like a message board, teachers or lecturers can pose questions called “topics” and their students can post video responses (Arinzona State University Prep Global, 2024).

Another multimedia tool that can be used in education is “pear deck learning”. This is a digital tool for education that enables teachers/lecturers to assess students' progress, offer real-time feedback, and provide differentiated instruction and gamified practice to keep students engaged and excelling (Arinzona State University Prep Global, 2024). The use of Piazza to support organized discussions online and questions and answers that students can access at any time has helped significantly inequipping teachers/lecturers with the best tools in the Edu-tech space to foster collaboration. Piazza is an efficient question and answer platform that is used to maximize time and help students learn by leveraging the power of community (Arinzona State University, Prep Global, 20204).

Edzupple and Nearpod are digital apps that allow teachers/lecturers to create interactive lessons, quizzes and simulations. Similarly, digital app like Google Classroom can help lecturers organize grades, teaching materials, and attendance (Google Links).

The Use of Multimedia Tools in Teaching and Learning History and International Studies

The use of multimedia tools in teaching and learning History and International Studies can greatly enhance students' understanding, improve their retention and aid their engagement in diverse learning styles, which ultimately leads to improved learning outcomes.

The use of virtual field trips can be used to recreate historical sites and events, providing students the opportunity to experience history firsthand through virtual tours and simulations. Audio and video resources, which embrace documentaries, interviews and historical recordings, can be used to add an auditory dimension to history lessons, helping the students to visualize the past more vividly (Google Link). PowerPoint or Google Slides can be of great help to history and international studies lecturers and students in presentations of lecture

topics and notes of different volumes, seminar presentations and classroom lesson delivery in combination with images, videos, and audio. The computer as an electronic machine, can accept large historical data, process the data and generate meaningful results (Ezike & Egbule, 2015). Today, computer applications in the department of History and International Studies can assume the form of Computer Managed Instruction (CMI) or Computer Assisted Instruction (CAI). The students are guided by a computer as they embark on any chosen topic in history and international studies so as to ensure that they learn effectively and ultimately achieve the desired instructional goals.

Platforms such as canva, podcasting, Edzuzle Piazza can be used by lecturers and students to communicate digitally, allowing anyone to create audio files and post them in the internet for others to download (Imroz, 2023). Film clips from movies or TV shows can be used to teach students of history and international studies relevant topics in the discipline, thereby making the study more appealing and interactive. In the same vein, interactive maps or online maps make historical events and migrations to appear seemingly real and more convincing as well as help students to appreciate spatial dimensions of history (Google Link).

An important platform like Storybird provides students and lecturers with the avenue to create, share, and discover historical stories and relevant pieces of information through art and writing. It provides different art styles and themes for story writing and composition which are shared to an online community that also comments instantly on the story or narrative works (Arinzona State University Prep, Global, 2024). Zoom conferencing and google classroom can equally be used for distance and online conferences and studies on history and international studies.

Virtual museums and field trips are digital tools which create online replicas of physical museums and field trips to allow students of history and international studies to explore diverse historical sites and artifacts from different places in the world (Google Link). Multimedia tools, online interactive maps and timelines allow students to access and analyze information in an appealing way. Interactive maps employ the use of zooming, panning and laying to make data become seemingly real in a chosen geographical setting. Interactive timelines help students of history and international studies to explore historical events or proves in chronological and sequential order (Google Link).

Impacts of Multi-media Technology in Teaching and Learning History and

International Studies

The use of multimedia technology in teaching and learning History and International studies can tremendously enhance students overall performance as well as lecturers' pedagogical skills in the course. Efficient and effective integration of multimedia resources such as videos, audios, graphics, animations and interactive quizzes can help illustrate complex concepts better than traditional methods (Odey, Okafor, Eneji& Ekpenyong, 2024). The intriguing features of multimedia technology, such as diversity, interaction and integration enable students and lectures to have unlimited interaction and access to diverse pieces of information using digital and print elements.

Multimedia technology imbues verbal classroom instruction with animation and dynamic images using visualization technology, which ultimately enhances expression and comprehension (Guan et al, 2018). Multimedia makes lesson delivery easier, more efficient and effective than the traditional method. It not only facilitates and sustains students' interests in the lessons that are being delivered, but also increases their productivity and retention rate. It has a modernizing influence over ways and manners contemporary teaching and learning are being carried in all fields of educational endeavours in general and History and International studies in particular. Fisher (2015) corroborates the above when he observes that multimedia has the potential to transform or modernize the way that education is delivered.

It creates room for differentiation and individualization in teaching and learning. This is in line with what Imroz (2023) describes as the multimedia capacity to guarantee “self paced learning”. Multimedia with its ever available resources online, allows students of history and international studies to learn at their own pace based on their individual background, experience and needs.

Multimedia caters to diverse learning styles. Most students of History and International studies may find multimedia tools helpful to their chosen learning preferences, such as learning with auditory, visual or kinesthetic formats. Multimedia presents study materials in various formats and ensures a more inclusive learning environment (Imroz, 2023).

It provides both lecturers and students with timely and unrestricted access to the latest or most current information, study materials, theories, approaches to historical enquiries, issues and developments them intellectually up-to-date in a rapidly changing world.

Multimedia technology has impacted hugely on History and international studies, its students and lecturers through its inherent capacity to guarantee global exposure and visibility. It helps both students and lecturers to get connected to fellow-students and colleagues in different parts of the globe. Their various contributions to academic can equally be made known to the global community through multimedia facilities.

Multimedia facilities equip the course content with flexibility helping lecturers to adjust easily to different approaches, add new information or remove the ones they feel are not relevant from the content. In other words, it helps lecturers become developers of their own curriculum based on the socio-cultural and academic needs of their students, (Oyawale&Familugba, 2021).

Greater satisfaction and collaboration are achieved among both lecturers and students of History and International studies via the use of multimedia facilities. The opportunity to teach and learn history and international studies based on one's own pace, style and needs, provided by multimedia resources lead both lecturers and students to greater satisfaction. Besides, it provides them with common platforms for collaboration of academic efforts as well as cross-fertilization of intellectual ideas.

Challenges and Prospects of Multimedia Technology in Teaching and Learning History and International Studies

It is, indeed, very unfortunate that in this age, where almost every facets of life in many nations is technology-driven, the adoption of multimedia technology in teaching and learning in Nigerian tertiary institutions in general and history and international studies in particular, is still constrained by a number of challenges. Some of these challenges include;

1. Epileptic power supply in Nigerian tertiary institutions: The problem of epileptic and erratic power supply in Nigerian society is becoming a norm and has affected every institution, including tertiary institutions. Without regular and reliable power supply, nothing meaningful can be achieved by any sector, especially productive and educational sector where power is needed to operate machines and multimedia facilities. In most departments of History and International Studies, few electronic gadgets like laptops, computers, projectors and so on, lie unused because of lack of power supply. This is a serious challenge confronting the adoption of multimedia tools in teaching and learning history and international studies in Nigerian tertiary institutions today.

2. Resistance to Change: Another challenge is lecturers' resistance to change

from the traditional method of teaching to an innovative method propelled by multimedia technology. A good number of lecturers of history and international studies find it difficult to adjust to the current paradigm shift from traditional teaching methods to technology-driven instructional methods powered by computers, internet, video clips, audio virtual disks, animation, electronic dictionaries and e-libraries, and so (Makdee, Boontaring&Puttasomsri, 2003).

3. Lack of computer skill/computer illiteracy: It is heartrending to note that most students and lecturers in history and international studies lack basic knowledge of computers and this constitutes a colossal impediment to their willingness and ability to integrate multimedia facilities in their classroom instructional delivery.

4. High cost of accessing and implementing multimedia tools: The cost of purchasing different multimedia tools like computers, laptops, smart phones, projectors and so on, as well as the cost of internet connection, e-libraries, digital and print elements, different internet apps, are too high to afford by most departments of history and international studies and their school management committees/boards.

5. Lack of Visionary Political Leadership in Nigeria: The mother of all problems facing Nigeria as a developing country in Africa today is a lack of visionary political leaders. It takes a visionary leader to prioritize educational development in a nation's development programs. Education is the least funded sector in Nigeria and this is affecting the ability of the country and its educational sector to adopt multimedia technology in teaching and learning in tertiary institutions. Nigerian leaders have not shown concrete interest in the nation's technological development as well as digitalization of tertiary institutions, let alone in lecturers' capacity development in the use of multimedia tools in classroom teaching and learning process. Their efforts, resources and visions are geared towards their second term bids or retaining of political offices in subsequent elections.

6. Lack of Maintenance Culture: Most departments of history and international studies and their school management boards lack the culture of regular maintenance, repair and servicing of available few multimedia facilities they have in their departments, hence they get spilt quickly and become dumped as obsolete and non-functional.

With the current change and adjustment to technology-driven instructional delivery methods in schools in the global arena, Nigerian schools, especially,

tertiary institutions have no choice than to key on to the compelling demand for change.

Similarly, Nigerian government and stakeholders in the education sector should also take proactive action to ensure that the above challenges are urgently addressed. This will help to create room for successful adoption of multimedia technology in teaching and learning in Nigerian tertiary institutions since multimedia facilities, according to Ojindah, Wordu and Gorden (2017), influence instructional processes and facilitate teaching and learning in education. In the light of the above, multimedia technology has great prospect for qualitative teaching and learning of history and international studies in Nigerian tertiary institutions.

Conclusion

Multimedia technology is an innovation in modern digital technology. It has significantly contributed to the improvement of ways of doing many things in our society today. It has facilitated access to qualitative education in many parts of the globe, although our case in Nigeria is different because of leadership neglect of educational sector and its consequent poor funding, a situation that has made multimedia technological devices to be alarmingly inadequate in our tertiary institutions. The above challenges and others notwithstanding, the use of multimedia tools has the capacity to promote and broaden knowledge of students and lecturers who are the implementers of courses curricula, especially as it affects history and international studies. No doubt, access to multimedia resources could stimulate changes and fashion out a conducive learning environment and make learning of history and international studies more impactful and responsive to the localized and specific needs of students. The earlier multimedia technology is adopted in teaching and learning history and international studies in our tertiary institutions, the better.

Suggestions

In order to ensure that multimedia technology is successfully integrated into the study of history and international studies in Nigerian tertiary institutions, this paper makes the following suggestions as the way forward.

- I. Lecturers in the department of history and international studies should engage in professional development programs to update their knowledge in the use of multimedia tools in handling classroom teaching and learning process.

- ii. The government should endeavour to improve the state of power supply in Nigerian tertiary institutions to enable them engage in effective and efficient use of multimedia facilities in teaching and learning. This will help departments of history and international studies to successfully harness few multimedia resources at their disposal for regular classroom instructional delivery.
- iii. Lecturers should stop resisting change from traditional method of teaching to the modern methods characterized by the use of diverse multimedia tools.
- iv. Students of history and international studies should engage in computer training to enable them master the use of multimedia facilities in personal and group learning process.
- v. Political leaders in Nigeria should change their current attitude towards education adequately to enable technological devices to promote teaching and learning.

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