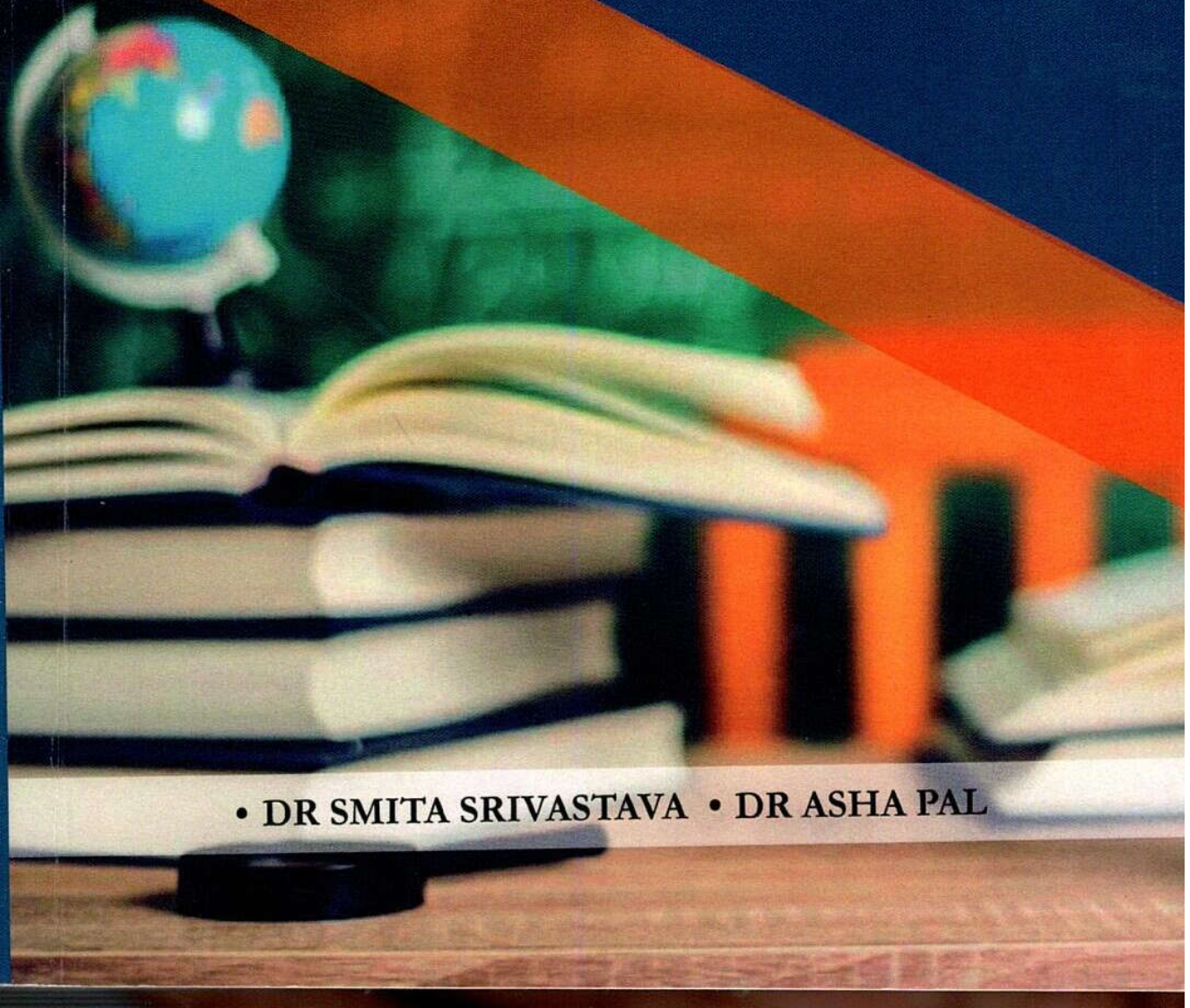




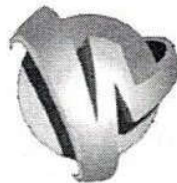
INNOVATIVE PEDAGOGIES AND LEARNING



• DR SMITA SRIVASTAVA • DR ASHA PAL

Innovative Pedagogies and Learning

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Bringing History to Life: Innovative Approaches to Teaching the Past

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Abstract

The paper presents a novel approach to teaching history that utilizes interactive and immersive technologies to engage students and bring historical events to life. The authors argue that traditional teaching methods, which rely heavily on textbooks and lectures, often fail to capture students' interest and imagination. Instead, they propose using a combination of virtual reality, augmented reality, and other digital tools to create experiential learning opportunities that enable students to interact with historical events and figures. The paper provides examples of how this approach has been implemented in various educational settings, and discusses the potential benefits and challenges of using technology to teach history. Overall, the authors argue that this innovative approach has the potential to transform the way history is taught, making it more engaging, memorable, and relevant to students' lives.

Introduction

Teaching history can be a challenging task, but with the right approach, it can be both engaging and enlightening for students. Teaching history is crucial for several reasons. Firstly, history provides a context for understanding the world we live in today. By studying historical events and processes, students can gain a deeper understanding of the social, cultural, political, and economic forces that have shaped the world we live

in. This knowledge can help them make informed decisions, understand the implications of current events, and appreciate the diversity of cultures and perspectives that exist in the world.¹

Secondly, teaching history can also help to promote a sense of identity and belonging. By learning about their own cultural heritage and the history of their country, students can gain a deeper appreciation for their own heritage and a better understanding of the experiences of their ancestors. This can help to foster a sense of pride and connection to their community and country, as well as promote a greater understanding of and appreciation for the diversity of cultures and perspectives that exist in the world.²

Teaching methods for the subject of history can be traced back to ancient times in India. Learning during the Vedic period was centred on oral tradition and memorization of religious and philosophical texts.³ Education during the mediaeval period was primarily focused on religious studies, with an emphasis on memorization and recitation.⁴

¹ King L. and Rivett G. (2015). Engaging People in Making History: Impact, Public Engagement and the World Beyond the Campus. *History Workshop Journal*, 80, 219. <https://www.researchgate.net/publication/281191760>

² Agcaoili B. C. & Oshihara S. (2014). Teachers' Pedagogy and Conceptions of History: Decolonizing and Transforming History in Elementary. *The SIJ Transactions on Industrial, Financial & Business Management*, 2 (3), 87.

³ Sharma R. N. and Sharma R.K. (2004). *History of Education in India*. Atlantic Publishers and Distributors, New Delhi, 6-7, 26-26. https://books.google.co.in/-books?id=yqtAAg-S3NSEC&pg=PA1&source=gbs_toc_r&cad=3#v=onepage&q&f=false

⁴ Ibid. 60.73.