

Pedagogical Significance of Visual Aids and Ethnographic Films in Teaching History: Evidence from North Cyprus

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ABSTRACT This study examines the relevance of visual aids such as photographs and ethnographic films as primary sources to support and enhance the teaching of the Contemporary Turkish and World History course in the curriculum. The study employed a qualitative analysis of the opinions of 32 high school history teachers and 9 university history teachers from the Near East University in North Cyprus. Open coding methods were used to analyze semi-structured discussion recordings. The results indicated that historical photographs and ethnographic films as primary sources have a significant impact on the core issues related to the teaching of the Contemporary Turkish and World History course. The results indicate the pedagogical significance of using visual aids in the curriculum and could thus be used to further enhance curriculum reforms.

INTRODUCTION

The study of history provides great opportunities to have accounts of remarkable individuals, as well as notable groups, progressive movements, institutions, nations and generations. Within the current literature, Femia (1981) maintains that a revisionist historian's mentality allows one to learn more about history by re-examining historical information in the light of current knowledge. Knowledge of history can be gained from historical records, documents and photographs. However, the growing interest in observational documentary cinema is likely to overthrow classical techniques and visual representation has grown in recent years (Christensen 2016; EASA 2016; Saraswati 1999). Additionally, ethnographic films as a mode of visual anthropology can play an important role in imparting historical knowledge. It seems that visual and observable materials can make sense to students in particular. Thus, ethnographic films might prove very effective and crucial in increasing students' knowledge about world cultural anthropology in general and Turkey in contemporary world history in particular. Knowledge of history contained in historical documents can help societies better understand crucial moments in their history and in the culture of other societ-

ies. It has been argued that past events can illuminate contemporary and even future lives.

Generally, historical records and analyses of the past, including special events, critical periods, important acts, ideas, unique national events, particular people, family groups, notable persons, heroes or heroines as well as cultural heritage, can make a significant difference to modern life. Typically, it is argued that those who do not learn from history are doomed to repeat it (Santayana 1905). Therefore, the important question is how does one better learn from history and other cultures and furthermore, how can history lessons be better taught in the curriculum to provide awareness of cultural heritage? Accordingly, how might one evaluate the effectiveness of the pedagogy of history education programs? Although history teaching can be difficult and boring, it can also be made lively and interesting. To achieve this, history curricula should also provide students with the crucial skills of being able to analyze past events and cultural differences of communities, which entails cultural anthropology as well.

In fact, history can be made the central feature of the curriculum where students can learn the crucial skills mentioned with a view to addressing contemporary issues and planning for the future. In addition, national or official histo-

ry programs for secondary schools, regardless of their location in the world, focus on the specific history of a nation and offer students a comprehensive overview of the development of their own country within a wider spectrum of world events. Students learn in their history courses how to evaluate past experiences. With this knowledge, students can apply detailed and specific knowledge about the past such as historical events, names and chronology from written documents, images and ethnographic films, to the present.

Historical events provide knowledge about the past, which can be used to shape the future. History can clarify lessons from the past and enlighten the future. The evidence in the relevant literature is generally more supportive of the opinion proposed by Donmez et al. (2015), who concludes that teachers think the history is not only past but also the reflection of the future. Effective history education ensures that every individual can think in an informed manner and is a part of an engaging citizenry in a society characterized by rapid technological, economic, political and social transformations. On this issue, Ndebele and Tshuma (2014) mentioned that educational policy and ideology of the society affect straight to the curriculum development process, such as socialist government refers to develop socialist curriculum. In addition to this, history programs need to cover various historical time periods and can be standardized as a series of experiences and lessons that inform the future while providing students with the skills that they need to be capable and educated citizens. Sari (2014) supported the idea of educated every individuals have positive contribution on countries general economy. These skills and contributions include critical thinking, problem solving, communication, collaboration and innovation. History curricula can be developed to integrate these skills, and most importantly, history teaching should utilize modern teaching aids that are readily available in the school environment. For example, history classes can enable students to use online databases, locate and analyze primary source materials, build their technology skills, understand cause and effect, identify problems and apply their knowledge to solve problems (Caglar and Demirok 2010). Sieber and Hatcher (2012) argued that if visual aids are used widely in history teaching and lesson plans from primary through univer-

sity classrooms, students of all ages could have a better appreciation of the importance of history.

History can be taught more effectively by using different media sources, thereby making its teaching more efficient and effective. The increasing impact of mass media, particularly television as a mode of ethnographic films, has diversified the way in which historical knowledge is acquired, especially through media such as news, historical documentaries, ethnographic films and specialized history TV channels. Poltorak (1991) discussed the role of mass media in history teaching in the light of this development. Globally, a nation's approach to history has a major impact on its citizens' thoughts, worldviews, culture, anthropologies and the preservation of contemporary ideas and actions. The ideas and actions that shape history clearly influence the people's reactions when making decisions. This means that learning history or knowing about Turkey in contemporary world history is essential for a better understanding of current world events.

This paper aims to address questions such as the following:

- ♦ Why does history education matter in a divided island like Cyprus?
- ♦ What are the most effective pedagogical tools in school history?

These questions are relevant in divided and conflicted societies like Cyprus where efforts to establish and substantiate political claims are ongoing. "Often attached to promoting a particular social goal or agenda, 'history' is reproduced in textbooks, within political rhetoric, within the media and in public areas, becoming part of how one constructs one's understanding of the culture and identity and how one approaches others" (Perikleous and Shemilt 2011). Indeed, history defines both cultural anthropology and social anthropology. These questions can only be answered through better understanding of history and analysis of the past, which can only be achieved with adequate knowledge of anthropology and history. In addition, both north and south Cyprus can be given as examples of how to improve the teaching of history and how to gain knowledge about both cultures. For example, history textbooks and curricula from the Turkish Cypriot side have sought to revise history for the new generation in a constructivist manner. In the revisionist paradigm, the learners actively construct their own subjective view of

history and cultural anthropology with new information, which is linked with prior knowledge (Duffy and Jonassen 1992; Heyes 2016; Martinez 2016). Previously, Turkish Cypriot history textbooks adopted a model of ethnic nationalism, cultural anthropology and a view of national identity. However, the new books and curricula that have recently appeared on the Turkish Cypriot side follow a social constructivist model of history with significant implications regarding the notions of blame and trauma, and allow identity to emerge as a political choice (Papadakis 2008). Furthermore, in 2004, Turkish Cypriot authorities took the important step of changing history education to accommodate the idea that at some point in the future, reunification might yet be possible with the Greek Cypriot community (Inanc and Kizilyurek 2011). The role of education was instrumental, and it was based on the textual and visual elements of the textbooks and it succeeded in developing the knowledge, skills, attitudes and values needed to promote peace and consequently to prevent conflict between the two cultures.

In this context, "If one of the main aims in teaching history is to help students understand the present and how we got to where we are now, then teaching about controversial and sensitive issues of the past is inescapable. Sometimes these issues divide groups or whole societies or neighboring countries" (Stradling 2000). Therefore, it is an important responsibility to teach history to younger generations. Changes to textbooks, including using ethnographic films and photographs as primary sources, also have a big impact on new history teaching techniques and enhance efforts to find new ways to teach history, culture and anthropology.

Learning strategies are defined as the procedures, rules, methods, skills and self-regulations that form the learner's effective study processes (Liu et al. 2014). Most contemporary educational theories are supposed to be student-centered, whereby learners are fundamentally involved in the decision-making process within the classroom in relation to what and how they learn (Ozcan et al. 2013). The approaches and techniques of classroom teaching and learning activities emphasize listening, reading and the understanding of visual or viewable archival material, ethnographic films and photographs. New instructional materials present ideas in ways that involve the active involvement of students

along with the developments of new instructional techniques and professional development programs that include attending workshops, participating and listening to talks by expert historians or anthropologists, going on field trips to historic sites and the integration of technology into the history curriculum.

Contingent upon ethnographic films, cultural and historical photographs used as educational technologies, which have rapidly developed, are used in a variety of educational contexts. They facilitate the achievement of targets and aims stated in the curricula of educational programs (Zor and Tepecik 2015). It is hardly surprising that mobile learning holds great opportunities for cultural education. At a minimum, due to innovations and advances in wireless communications, mobile devices can send and receive audio and video files, as well as perform other functions relevant to learning initiatives (Alkhalaf 2014). The structure of the curriculum is being established so that students may bring their daily life experiences into the classroom, and conversely, takes their school experiences outside the school (Ugras and Cil 2014).

An increasingly popular and acceptable teaching technique is to use historical photographs and ethnographic films in teaching history. As Stripling (2011) observed, the largest archive of information in a school generally contains ethnographic films and historical photographs, which can be used as primary sources for understanding cultural anthropology and historical events. These sources can be useful educational tools for visual observations while teaching history and culture in schools. By using photos as teaching tools in the classroom, teachers can ask questions such as, "What do you think is happening in this photograph?", "Who are the people or the objects?" and "What time of the year is it?" Teaching cultural and historical events with photographs can greatly enhance a school history curriculum. It is beneficial because it forms a better guide for teachers who can support their program by combining photographs and extracting information from them in their lesson plans. Integrating such lesson plans can add new quality to the history curriculum. Generally teachers should adapt to individual needs and offer them support for better learning (Tot et al. 2014). In contrast, in the light of their findings, Ndebele and Tshuma (2014) argue that teachers do

not have a remarkable role on the curriculum development process.

“Teachers are the source of knowledge and their duty is to transfer this knowledge to the students” (Isik and Kumral 2014). Also in the lesson plan, photos and ethnographic films for description and discussion activities can be included. In addition, photographic information can be prepared and distributed by teachers for students to write their own observations, interpretations or ideas about the material. Barton and Levstik (2013) settled on the idea of using visual images and their study turned out to be an effective way of obtaining thoughtful responses. Students were interested in those historical pictures that engaged their understanding of history, and most importantly, the role of history and other cultures in their lives. Knowing other culture or multi-culturalism needs to be in history school curriculum (Karatas 2015).

This paper is organized and divided into four sections. Section 1 discusses the purpose of the paper and reviews the relevant literature. Section 2 discusses the methodology of the paper and the data is presented. Section 3 presents and discusses the empirical results of the paper. Section 4 provides the concluding remarks and policy implications of the paper.

Purpose of the Research

The findings of previous studies indicate that teaching with photographs and ethnographic films can enhance and support a curriculum. The primary purpose of this exploratory study was to identify the views and experiences of history teachers regarding the use of photographic images as primary sources for history education. Teaching involving the use of photographs or ethnographic films can strengthen a curriculum in a variety of ways. For example, such materials can engage students in ways that written materials cannot. One can say that photographs create a straightforward, audio-visual connection between students and history, making the subject more interesting and capturing their attention more effectively. Teaching with observable material is clearer, easier to recall, and the information can be more readily fixed in the mind. In addition, teaching with photographs and ethnographic films increases the visual literacy skills of students. Teaching with photographs has many benefits for increasing stu-

dent motivation (Dornyei 1994). The chance to learn from primary sources engages the students’ interest because they are aware that a specific photographer took a given photograph at a particular point in time, in a particular place, of a chosen subject, for a specific purpose, and using specific technology (Sieber and Hatcher 2012). Considering these advantages, the need to investigate their use as a pedagogical tool in this paper is obvious.

A second aim of this paper is to become more aware of teacher competency levels regarding teaching with historical photos. Such practices can enable students to recognize the factual anthropological and historical differences between the Greek and Turkish Cypriot backgrounds, which can be taught more effectively using photos and ethnographic films. However, Greek and Turkish Cypriots are not the only two ethnic communities for whom the island is home. New historical methods should also focus on the needs of new immigrant students and existing minority students already in Cyprus, such as the Maronite and Latin minorities (King et al. 2012).

Therefore, this paper aims to pinpoint the different ways in which history can be taught using photographs and ethnographic films to enhance and support the history curriculum. In order to highlight the importance of primary sources in history teaching, the researchers sought to answer the following questions:

- ♦ How do we teach history? (Historical events - pictures)
- ♦ What language should be used in textbooks?
- ♦ Should history teachers be objective or partisan?
- ♦ As history teachers, do we care for all people alike without bias?

the following are sub-problems of the research:

1. Do you think the way you were taught history was conducive to understanding or misunderstanding? (Explain)
 - ♦ Factually accurate
 - ♦ Factually inaccurate
 - ♦ Mostly misunderstanding
2. Where, in your opinion, can you find accurate accounts of the past??
 - ♦ Historical photographs and ethnographic films
 - ♦ History books
 - ♦ Documentaries

- ♦ Internet
- ♦ Teachers
- ♦ Parents
- ♦ Political leaders
- 3. Outside of the history classroom, which other sources of historical knowledge have had the greatest influence on you?
 - ♦ Grandparents' generation
 - ♦ Parents' generation
 - ♦ Peers' generation
 - ♦ Teachers' generation
- 4. Who in your opinion holds the most accurate information about history and culture? (Historical and cultural knowledge by gender)
 - ♦ Grandmother
 - ♦ Grandfather
 - ♦ Mother
 - ♦ Father
 - ♦ Female teacher
 - ♦ Male teacher
- 5. Who is the best source of historically and culturally accurate accounts? (Truthful)
 - ♦ Wealthy person
 - ♦ Working class person
 - ♦ Professional person
 - ♦ Politician
- 6. In your opinion, according to where people live, where is the best source of oral history and culture?
 - ♦ Urban
 - ♦ Rural
- 7. How have you used, or how will you use, technology in the classroom?
- 8. Should we teach history using archival photographs and ethnographic films?

Objectives of the Research

The objective of this research paper is to try to determine the pedagogical significance of visual aids and ethnographic films in teaching history lessons to facilitate the achievement of targets and aims stated in the curricula of educational programs.

In this context, the main aim in teaching history is to help students understand the present and how we got to where we are now, and then teaching about controversial and sensitive issues of the past is inescapable by visual aids.

This paper aims to address questions such as the following:

- ♦ Why does history education matter in a divided island like Cyprus?

- ♦ What are the most effective pedagogical tools in school history?

In this research paper the variety of suggestions about visual aids and it pinpoint the different ways in which history can be taught using photographs and ethnographic films to enhance and support the history curriculum. In order to highlight the importance of primary sources in history teaching,

Significance of the Research and the Contribution of this Paper to the Literature

The main contribution of this research paper to the literature is to identify the pedagogical significance of visual aids and ethnographic films in teaching history lessons. This research paper provides a significant contribution to the literature on the basis of first research paper on visual aids on history teaching as a case study in Cyprus. Pedagogical significance of visual aids and ethnographic films in teaching history lessons increase the success level of students in any context about history and also it is a very important aspect in the teaching and learning process of history. In the light of the findings from this research, it is expected to guide history curriculum developers, students, educators, school teachers and academicians in respect to better understanding and increases their professional attitudes.

METHODOLOGY

In this research both qualitative research methods and the case study method were used to answer the main research questions. According to Stake (2000), a case study can be best for qualitative analysis. Becker (1970) suggests that there is an advantage to prefer to use case study on the research it refers to a detailed analysis. Also, Neale et al. (2006) discuss the advantages of a case study, it attributes deeply and detailed information's and it allows multiple methods to collect data such as document, observation, interview, report, observations, and experiences. On the other hand, Yin (2003) mentions that a case study is about something unique, special, or interesting, and also a case study recommends more complete information or ideas about the issue. Data was collected using semi-structured interview questions administered to history teachers via oral interviews and content analy-

sis of documents and records. All the data was organized and arranged so that the focus group could benefit from in-depth exposure to the benefits of learning with photographs, ethnographic films and other channels that can support and enhance the history curriculum.

Participants

In this research, history teachers were interviewed about how to teach history with historical documents, sources of historically accurate accounts, archival photos, ethnographic films, written materials and other media. The data was gathered from 32 high school history teachers from North Cyprus and nine university history teachers from Near East University.

Instruments

Qualitative data was collected from history teachers using semi-structured interview questions. Eight open-ended questions were prepared for the semi-structured discussions. The questions were developed in order to consider how to improve history learning and were evaluated by experts. All the interviews were conducted face-to-face by the researchers. During the interviews, researchers used both voice recordings and note taking to ensure that all the relevant information was collected. Four academic experts were consulted to ensure the validity of the interview questions. These experts were history teachers and curriculum developers.

Data Collection

The first step in the data collection process involved setting up interview appointments with the history teachers. They were enthusiastic and willing to help and believed that this paper had the potential to enhance history teaching and learning by using photographs as a pedagogical tool. The fact that the teachers were interested in the topic greatly facilitated the interviews themselves.

The duration of each interview was about one hour and they were all audiotaped. The recorded data was then transferred to the Audacity software program to be used for transcription. The researcher listened to the data carefully several times before transcribing the relevant sections that referred to the research questions.

In total, the transcriptions amounted to 10 A4 pages.

The open coding method (Strauss and Corbin 1990) was used to analyze the qualitative data and emerging themes were recorded by the researcher based on their frequencies of occurrence within the discussions. In addition, some significant issues that were not originally considered by the researchers but which emerged during the discussions were noted.

Data Analysis

For this research, it was designed by using a qualitative approach whereby qualitative data collection tools were used to collect the teachers' opinions towards using historical photos during a lesson from the Contemporary Turkish and World History course. Qualitative data was analyzed using open coding methods. Responses from each participant were analyzed in detail and in isolation from the other participants. Sentences, phrases and words were studied separately in line with their relation to the topic and analyzed according to their relevance. Through repeated comparisons, similar ideas were integrated until major themes were established for each research question.

Keywords were identified and consequently classified into broader categories that were further refined and challenged until they provided relevant insights for the research. The researcher and a colleague analyzed, coded and categorized the data to ensure the reliability of the coding. Moreover, another coder independently coded all the participant responses. Through this process, two sets of themes were generated for each question and the coders compared the responses. However, when discrepancies were noted and the coders were unable to reach a consensus on the meaning, the theme was coded again.

RESULTS

In this section, the views of the teachers regarding teaching the Contemporary Turkish and World History course and learning with photos are presented. The relevant data obtained from the interviews is displayed in the tables.

Opinions of Teachers

In light of the previous section the opinions of history teachers are extended below.

The first question is, 'Do you think the way you were taught history was conducive to understanding or misunderstanding?'

As can be seen from Table 1, the majority of teachers stated that they felt that what they had learnt in history was factually accurate.

Table 1: Do you think the way you were taught history was conducive to understanding or misunderstanding

Views	f
Faculty accurate	28
Faculty inaccurate	11
Mostly misunderstanding or misunderstanding	2

The opinions of some teachers in relation to this question were as follows:

"One positive learning experience I had in a history class that was not only focused on learning and discussing the dates of war and peace, but also allowed us to learn causes and reasons."

"When I was an undergraduate, I had a class in the history department that I felt changed my perspective on thinking and the past in general. The class was extremely well structured with materials such as pictures and maps that gave us a better understanding of history."

One can say that about history education a quarter of the history teachers interviewed stated that the history they learnt was factually inaccurate or was biased for some reason.

The second question is, 'Where, in your opinion, can you find accurate accounts of the past?' Given the results presented in Table 2, the majority of teachers believe that historical photographs and ethnographic films represent the most accurate and truthful sources available. However, there were no teachers who said that their parents told true stories about the past. This could either be because they did not have any information or because they were hiding the truth from the new generation.

Table 2: Where, in your opinion, can you find accurate of the past?

Views	f
Historical photographs and ethnographic films	18
History books	12
Documentaries	6
Internet	3
Teachers	2
Parents	0

The opinions of some teachers in relation to this question were as follows:

"He noted that history textbooks are influenced by politics and do not tell the true story. They are not written objectively."

"She noted that we have never been taken on a field trip such as visiting a museum."

"I had a history teacher who was insightful and she showed us historical photographs and ethnographic films during her class. I felt it was much more interesting this way...And it helped me better absorb even the most complex contents...Approachability, the attribute of being easy to meet or deal with, it really helped me to learn history and memorize things easily, even if many years have passed..."

"I had a positive experience in an undergraduate history course. The professor related all concepts taught in the history class with photos to show how those concepts could be applied in the real world and how archival photos and ethnographic films show the truth itself. It demonstrated a visible passion for the course material. In addition, the professor believed that class work was important, but secondary to understanding and learning..."

"The teacher's interactive teaching style made history fun to learn. I saw students, including myself, really respond to this combination of enthusiasm..."

"No visible documentation in class was used. For example, the instructor was able to relate writings made around the 16th century to current writings and political speech through definitions and examples that related to that time. However, we did not understand the real meaning of that class because there were no visible documents such as photos, voice recordings, archival documents, ethnographic films or even historical movies."

"...The concepts that he taught us were applicable only to the final exam, not outside academia."

The third interview question is, 'When we look outside of the history classroom, which generation has the greatest influence on history teaching?' The results in Table 3 provide clear evidence that most of the participants believed that the greatest influence came from their grandparents' generation. The least stated opinion was that their teachers' generation had the greatest influence.

Table 3: When we look outside of the history classroom, which generation has the greatest influence on history teaching?

Views	f
Grandparents generation	21
Parents generation	12
Peers generation	4
Teachers generation	4

The opinions of some teachers in relation to this question were as follows:

“My teacher’s generation was not the greatest influence in history teaching.”

“There is one thing about my history teacher that I never liked. I still remember that during history class, there were several aspects of both her teaching ability and style that made me hate history, so I wanted to become a history teacher so I could teach it better. For example, she could take a difficult history concept, and without teaching or explaining it, she just asked advanced questions, which meant that she was asking questions that she never covered during class. When I decided to be a history teacher I wanted to teach even difficult concepts well with photos and documentaries... I wanted to teach my students by following up with them to understand their point of view. And that is what I do today.”

The fourth question is, ‘Who in your opinion holds the most accurate information about history by gender?’ To obtain the results which are reported in Table 4, the majority of participants stated that their grandfathers held the most accurate information about history. The participants also stated that they believed that their grandfathers knew a lot about history.

Table 4: Who in your opinion holds the most accurate information about history by gender?

Views	f
Grandfather	13
Grandmother	9
Mother	6
Father	5
Female teacher	4
Male teacher	4

The opinions of some students in relation to this question were as follows:

“I got the most accurate information about history from my grandfather, because I believe that he explained to us his real past experiences.”

“Grandfathers, fathers and male teachers know more because they were soldiers during

the war. Men supported, protected and fought during the war for their nation.”

One said the following about his male teacher, *“Firstly, he gave valuable feedback on my history homework... I had a positive learning experience where my instructor always seemed to make the material we covered fun in some way... There was never any lecturing with a dry explanation... My male history teacher not only lectured, he also organized activities where we had to search a variety of sources... There was a direct link made between the different sources of information with substantial examples. Then, he summarized the main learning points while writing them on a whiteboard.”*

The fifth interview question is, ‘Who is the best source of a historically accurate account? (Truthful)’ As can be seen in Table 5, the study participants believed that historically accurate information comes from politicians and professionals. They also believed that working class people do not provide the truth about history, and they do not give accurate accounts.

Table 5: Who is the best source of a historically accurate account? (Truthful)

Views	f
Politicians	22
Professional person	11
Wealthy person	7
Working class	1

The opinions of some teachers in relation to this question were as follows:

“I believe that the TV news is true. Politicians and professional people are accurate sources because they study and have a good knowledge of history. They are the ones who know how to act appropriately both nationally and internationally.”

“On the other hand, if a lower class person talks about history, I do not take seriously what he or she says. Things that the working class person says would not have paid attention.”

“Wealthy people also do not give accurate accounts as they are often unclear when they talk. I always doubt them because they might be thinking only about their own benefit.”

The sixth interview question applied is, ‘In your opinion, according to where people live, where is the best source of oral history?’ Table 6 reports that the general opinion was that people who lived in villages had better knowledge about

the past. Likewise, those who lived in urban areas were perceived to have less knowledge about history.

Table 6: In your opinion, according to where people live, where is the best source of oral history?

Views	f
Rural	32
Urban	9

The opinions of some teachers in relation to this question were as follows:

"I believe that people who live in villages participated in the war. Those in the rural areas are old so they have more experience."

"I remember a conversation that I had with my grandfather's friend in his village was the key to my understanding about history. I believe that it was a rational conversation about Turkish Cypriot and Greek Cypriot history."

"I feel that people who live in urban areas do not have enough time to care about past experiences because their daily lives in the city are more complex... There is even no discussion among the people in cities about the past."

The next step was the seventh question asked to the history teachers. The question is, 'How have you used, or how will you use, technology in the classroom? What are the effects of technology during history classes?' Hence, it can be concluded from Table 7 that most of the teachers mentioned that using educational technology during history lectures was the biggest advantage, along with speed of learning and the opportunity to provide richer class material. Generally, it can be observed that technology is a catalyst for teaching and learning history. The least stated opinion was that technology helps repeat complex topics.

Table 7: How have you used, or how will you use, technology in the classroom? What are the effects of technology during history classes?

Views	f
Using materials such as video, photos, ethnographic films	17
Speed of history learning	15
Provides richness in class material	3
Motivation towards lectures	2
Using technology to improve student achievement	2
Opportunity to repeat complex topics	1

Opinions of some teachers in relation to this question were as follows:

"I believe that technology assists teachers in all areas of education and most importantly, using technology improves student achievement."

"I took a course where I felt the instructor did not respect the ideas of students and rejected the use of technology both in and out of the class, even for research."

"I believe that without technology in the classroom, the learning experience is poor."

"It is sad to say that I had an instructor who was frequently unavailable to meet to answer questions and would not reply to questions by email because he did not even have an email account. How can we even think about technology use in class? Using dry lecturing decreases student interest and the teacher offered little interaction with the students...that is not acceptable because using technology in history classes could provide many opportunities. For example, the opportunity to review lessons easily, making it easier to understand topics, providing richness in written materials, saving time, making student and teacher communication better, the ability to reach primary online sources, and most importantly, using technology to improve student achievement."

In the last stage, researcher asked the last question, that is, 'Should history be taught using archival photographs and ethnographic films?'

The opinions of some teachers in relation to this question were as follows:

"Photos never lie and are not deceptive historical tools. Historical photographs are primary sources and documents such as ethnographic films should become an important part of history teaching."

"I believe that photos make it really easy to remember what happened in the past."

"I loved history when I was in school (and still do) because my history class was full of photographic materials, not just written materials. We also used to watch cultural and ethnographic films at school."

"I can say that I really never liked taking history in school until my undergraduate history professor really made it fun with rich technological materials."

DISCUSSION

In this paper, the researchers discussed how teaching with visual aids such as photographs

and ethnographic films as primary sources and visual material could enhance and support a curriculum based on the analysis of the opinions of some history teachers. The participant's provided great deal of rich information. The paper found that most of the teachers who participated were aware of the benefits of ethnographic films and photographs as teaching aids. The results of the interviews, both of school and university teachers, suggest that history could be more easily understood and believed if it is supported with relevant teaching and learning materials. According to the results above, both school and university teachers in general expressed the opinion that they learned truthful history from school and it helped them have a different perspective of the world.

The result of the second question demonstrates that teachers believed that truthful historical findings could be learned from ethnographic films and historical photographs. Real photos because they believed that the truth mostly came from history books support this and that lessons should be supported with ethnographic films and historical documentaries. This finding is consistent with the findings of previous studies (Hensley 1988; Nash and Symcox 1991; Loukia 2006). On the other hand, researchers suggest that the most powerful sources for history teachers are in fact their own teachers (Griswold and Audrey 1995; Nichol 1984). The results in Table 3 show that teachers are strongly influenced by the history teaching of previous generations (Patric 1988; Gimenez et al. 2008). However, some studies state that fathers and grandfathers rather than mothers and grandmothers are more accurate sources of information about history. The interview results in this paper also suggest that gender bias also exists in this area as the majority of participants indicated that truthful and accurate information comes from men. This is also in line with the findings of some researchers who indicated that men tend to be learned in languages more easily than women and are cognitively more advanced when it comes to teaching activities, using teaching strategies in class and learning different languages (Ghaemi et al. 2014; Liu et al. 2014). However, it is not clear whether this result is due to the proportionately higher number of males in the sample of teachers interviewed.

The accurate historical information for future planning is shaped by people's historical

knowledge (Mosse 1994; Scott 1999). According to the paper results, historical accuracy comes from politicians and this is supported by previous studies by Crowley and Hawhee (1999) and Becker (1967). The paper results also imply that applying visual aids, methods and techniques of using historical photos, ethnographic films and/or audio-visual media create dialogue between the present and the past and between various cultures. Understanding the past makes teaching history more effective and can encourage more student participation in history classes. The education with technology gives students lifelong problem-solving skills. Since history teaching can be broad and complex, it is suggested that curriculum developers and school teachers should use a variety of resources such as primary source photographs, archives, libraries, and museums, which can be integrated into history curricula (Moeller and Reitzes 2011; Severino and Craparob 2013). According to this paper, the most relevant resource for teaching is the use of historical photos, which has a positive impact of providing large and diversified learning sources for every age group. According to Yazçayir and Selvi (2014), information and communication technologies are one of the crucial learning sources.

CONCLUSION

On the basis of the results obtained, the following conclusions can be deduced. The 21st century is accepted as a 'visual world'. It refers to visual technologies and visual materials like photographs, videos, online resources and so on. The visual aids provide better understanding, learning, teaching, and the notion of multiple intelligences in education. In recent empirical literature over the last ten years, there has been an increasing focus on the importance of visual aids and primary sources in education. Recently, many studies have provided information about the visual aids and primary sources give more creativeness and concrete information especially about history education in contemporary global societies. The globalization and contemporary technological changes focuses broader of interest in visual aids in history education. Recent attention has centered on the history curriculum, teaching with visual aids such as historical photographs and ethnographic films as primary sources and visual material could

augment and guide a curriculum based on the analysis of the opinions of some history teachers.

RECOMMENDATIONS

A number of useful recommendations could be made based on the basis of the results of this paper and the findings from the previous literature. For example, in order to improve skills for understanding history, primary sources should be included in the curriculum. In addition, courses that are related to history like politics, culture and the environment, can be taught using primary sources for better understanding. Firstly, school and university teachers should be more aware of the benefits of primary sources as teaching and learning aids. For this purpose, it is suggested that curriculum developers and school teachers integrate into the history curriculum a variety of resources such as primary source photographs, archives and library and museum visits. According to the findings in this study, the most relevant resources for teaching are historical photos and ethnographic films.

Suggestions for curriculum developers include:

- ♦ Course textbooks should include diverse primary sources, which are historically accurate.
- ♦ The course should provide opportunities for students to apply detailed and historically accurate information.
- ♦ Specific knowledge to broaden and improve historical understanding, historical arguments and interpretation skills should be provided
- ♦ The curriculum should allow students to analyze evidence about the past from diverse sources such as primary sources.
- ♦ Historical causation: Students should examine the relationships between causes and consequences of historical events.
- ♦ Comparison of teaching skills such as comparing historical changes or developments between two or more societies.
- ♦ Teaching contextualization: Connecting historical developments to specific circumstances.
- ♦ Teaching synthesis: Learning historical knowledge from primary sources to create more understanding of the past and applying the past to contemporary issues.

As indicated above, all these skills should be included in history curriculum in order to enhance and support history education. In addition, textbook authors should add more primary

sources such as historical photographs into their books, providing context and a brief explanation to enhance learning. Activities can be included with the photographs in the book with some related questions. For example, "Describe exactly what you can see here", "What do you think is happening?", "Who do you think the people are?", and "When do you think the photo was taken?"

Furthermore, teaching and learning processes should be supported with documentaries and ethnographic films because historical thinking is quite abstract, as it does not exist since it is never 'here' and 'now'. The objects of history are events and circumstances that are not available any more. Thus, as a result, the task of the history teacher is to use more effective and modern history teaching processes. If ethnographic films and visual aids are applied in teaching history courses in general and the Contemporary Turkish and World History course in particular, students can benefit from two different sources and subjects. That is, because ethnographic films are considered a subdivision of anthropology, students will be educated and acquainted with both history and anthropology.

LIMITATIONS OF THE RESEARCH

There are several limitations that needed to be addressed. Only high school history teachers and university history teachers participated from North Cyprus in this paper. The researcher choice to utilize a homogeneous group for this research, the generalizability of the research findings was restricted to that group. The research took one academic year and the data gathered through interview could also be a limitation because participants may not have been committed to answering some of the open-ended questions.

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