Qualitative Research “For a Change”: Making History REAL

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Background

Dr. Jennifer Sagon-Taeza

- UOPX Alumni
- Educator
- Founder and CEO for non-profit REAL Innovative Connections
  Relevance of Education and Life (REAL)
  https://www.realinnovativeconnections.org/
- Co-Founder and Publisher for Heiwa Library
  https://www.heiwalibrary.com/
Background

Dr. Patricia Akojie

- Dr. Akojie earned her PhD from the University of Kentucky
- Doctoral Instructor – CHAIR - University of Phoenix College of Doctoral Studies
- Certified Advanced Facilitator, University of Phoenix.
- Faculty Spotlight May 2020
Background

Dr. Susan Steele-Moses

- Doctoral Instructor – University Research Methodologist - University of Phoenix College of Doctoral Studies
- Statistician – DNS CONSAH Northwestern State University
- Methodologist and Chair – Grand Canyon University
- Adjunct Faculty – Franciscan Missionaries of Our Lady University
Background

Dr. Louise Underdahl

• Doctoral Instructor – ACCESS/PV - University of Phoenix College of Doctoral Studies
• Research Fellow – Center for Educational and Instructional Technology Research (CEITR) CDS Alumni SIG
• 2021 Phoenix500
• 2019 Distinguished Service Award for Scholarly Leadership
• 2018 Faculty Excellence Award recipient
• IDENTIFY effective teaching strategies to
• BRIDGE THE GAP between theory-based approaches and practical-based approaches to
• ACTIVATE critical thinking and personal and academic connections for DIVERSE LEARNERS.
From Interest to Research

• Address unexplored effective teaching strategies
• Validate integration of theory and practical-based approaches
• Promote connections and relevancy for diverse learners

What are effective teaching strategies used to instill the value of the history curriculum?
### Theory and Research

**Social Learning Theory** – Observation of human behavior and interactions in the learning environment

<table>
<thead>
<tr>
<th>Constructivism</th>
<th>Social Development</th>
<th>Development Conformism</th>
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<tbody>
<tr>
<td>• Learner-centered</td>
<td>• Development from birth to death</td>
<td>• Period of transition</td>
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<tr>
<td>• Learners construct their own knowledge</td>
<td>• Foundation of values</td>
<td>• Educators – fixed to growth mindset</td>
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Interests, Perspectives, & Connections

Qualitative Exploratory Case Study -
Discover effective teaching strategies in a history lesson to provide connections to diverse learners.

QUALITATIVE
- Researcher's topic of interest
- Experience and perspectives of participants
- Compares similarities and differences in responses
- Provides meaning

EXPLORATORY
- Limited research
- Lack of effective teaching strategies

CASE STUDY
- Study in a natural setting
- Semi-structured interview
- "How and "why" questions
Validating the Research

Data Collection

• Semi-structured interview
• Document analysis using archival data

Analysis

• Transcribed interview, reread, and participant
• Content of archived lessons analyzed
• Braun and Clarke’s 6-step framework
**Theory-based approaches**

- History is widely taught through theory-based approaches, with educators disseminating facts from a textbook or similar traditional resource (Walker & Carrera, 2017).

**The need for innovative teaching**

- Innovative teaching strategies can promote learner retention of knowledge and capacity to connect contemporary and historical events (Halvorsen et al., 2019; Marouli, 2021).

**Designing relevance of education and life**

- Synthesizing theory and practical pedagogical approaches enables students to do history rather than simply learn history (Buxton et al., 2021; Herczeg et al., 2021; Walker & Carrera, 2017). The relevance of education and life (REAL) to history becomes apparent.
OUTCOMES: Doing REAL History

Identified techniques to bridge the gap

• This qualitative exploratory case study identified techniques to bridge the gap between theory-based and practical-based teaching and strengthen relevancy of history for diverse learners (Bickford, 2017).

Preparing students for challenges

• It is incumbent upon educators to prepare students for challenges of college, career, and civic life (Dewey, 1954; Gupta, 2021; Hawaii State Department of Education, n.d.).

Connections

• Place-based learning, defined as providing students with immersive learning experiences at historical, cultural, and local sites, promotes active engagement and personal reflection (Herczeg, 2021; Tarbutton, 2018).
• Connecting prior knowledge to new content enables students to place identity, culture, and progress into historical context.
A Time “For a Change”

REAL History

Connects VALUABLE LESSONS
History’s valuable lessons connect past and present and develop aptitude for interpretation and understanding (Santayana, 1905).

Inspires LEARNERS
Yet, history is often perceived difficult to teach; students tend to lack interest and seem unable to interpret the relevance and value of content.

Innovative LESSONS
It is incumbent on educators to create comprehensible and exciting activities to engage diverse learners in understanding why history matters.
VALUE What are the values of history curriculum?

FOUNDATION TO UNDERSTAND THE PRESENT
- Historical occurrences
- Evolution of humanities
- Cultural awareness

DEVELOP LEARNERS AS MODEL CITIZENS
- Expected student outcomes
- Connections through engagement and relevancy
- Application of knowledge and skills

"When learners are engaged in a lesson, learners develop an interest towards the contents for a history curriculum. When learners are engaged, it gives them a reason for the content they are learning."
LEARNERS

How can the values of a history curriculum be instilled in learners?

DESIGNING RELEVANT LESSONS

- Consistently taught
- Components of a lesson
- Differentiation

INTEGRATING TRADITIONAL & INNOVATIVE ACTIVITIES

- Support diverse learners
- Technology
- Reflections
- Educators' delivery

"When learners develop a realization for the relevancy of history, they can connect to the past and find things that interest them."
TEACHING

What are effective teaching strategies to instill values of history curriculum?

RELEVANT AND AUTHENTIC STRATEGIES

- Learner-centered activities
- Culminating activities
- Student outcomes - Knowledge, skills, relevancy
- Teacher's knowledge - content, classroom management, differentiation

INTEGRATION OF THEORY AND PRACTICAL BASED TEACHING STRATEGIES

- Integration in learner-centered activities
- Technology
- Rigorous history curriculum

"A successful and simple strategy to build on trust is for educators to provide learners with multiple opportunities for success."
Innovation in Education

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Questions?