

## A COMPARATIVE STUDY OF STUDENT CENTERED -INTERACTIVE TEACHING STRATEGIES AND TRADITIONAL APPROACHES IN HISTORY EDUCATION

Tasneem Saifuddin<sup>\*1</sup>, Umbreen Yousuf<sup>2</sup>, Saman Jabeen<sup>3</sup>, Fariha Matloob<sup>4</sup>

<sup>\*1</sup>Lecturer: Iqra University

<sup>2</sup>Research Scholar: NUML University

<sup>3,4</sup>Independent Researcher

<sup>1</sup>tasneem.saifuddin@iqra.edu.pk, <sup>2</sup>umbreenrahman@gmail.com, <sup>3</sup>samanjabeen54@gmail.com, <sup>4</sup>farihakashif6@gmail.com

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Corresponding Author: \*

### Abstract

This study examines the impact of student-centered interactive teaching strategies compared to traditional teacher-centered approaches in history education. While history has long been taught through lectures and memorization, research suggests that interactive strategies—such as role-playing, debates, group discussions, inquiry-based learning, and digital tools—enhance student engagement, critical thinking, and comprehension. This experimental study was conducted in a secondary school in Karachi, involving two groups of Grade 10 students: a control group taught through traditional methods and an experimental group engaged in interactive techniques. Over eight weeks, both groups covered the same historical content, and their learning outcomes were assessed through pre-tests, post-tests, classroom observations, and student feedback.

The findings revealed that students in the interactive learning group demonstrated significantly higher engagement, deeper historical understanding, and improved critical thinking skills compared to those taught through traditional methods. One-way ANOVA results confirmed a statistically significant difference in achievement between the two groups, supporting the hypothesis that interactive strategies lead to better academic performance. Qualitative data from classroom observations and student feedback further reinforced the effectiveness of student-centered approaches in making history more relevant and engaging.

### INTRODUCTION

History has always been a key part of school education. It's about exploring the events, people, and forces that have shaped civilizations, societies, and the way we live today. By understanding the past, we gain insight into how the world around us came to be. However, traditionally, history has been taught through lectures and memorizing dates, events, and names. While this method has its merits, it often leaves students feeling disconnected. Without a way

to see how history relates to their own lives, many struggle to stay engaged (Bain, 2005).

For the past two decades, there has been much advocacy among educators and researchers in favor of interactive learning methods that encourage students to be active participants in their own learning processes (Ross, 2014). For active learning, students should use relevant sources, engage in classroom discussions, and take part in hands-on exercises on

how history happened, rather than just receiving information. Some strategies have proven successful by having students argue, role-play, simulate cases, analyze primary sources, and experience learning through project-based learning, and thus developing critical thinking, empathy, and further understanding of the events of history (Kuran et al., 2018). Such approaches should be adopted by history classes.

Reformulating in this manner does not actually mean that history has ever been a class subject. It is what might be an important study subject in schools that bring to students not once but many times an exposure to various events, people, and influences that have created civilizations, societies, and today's modern life. Disappointment, however, is that history has often been taught through old ways, like lecturing and asking students to memorize dates, events, or names. This might be good but leads many a student to apathy, not being able to see the connected dots with their personal lives (Bain, 2005). For the last twenty years, educators and researchers in the field of history have promoted interactive teaching methods aimed at involving students as active learners. Students are encouraged to actively engage with the material, join discussions, and participate in hands-on activities that make history come alive, instead of passively absorbing information. Strategies like debates, role-playing, simulations, analyzing primary sources, and project-based learning have proven effective in fostering critical thinking, empathy, and a more profound comprehension of historical events among students. It is crucial as history lessons embrace these approaches.

Although history education is crucial for helping students understand the past and its connection to modern society, classrooms are still primarily dominated by traditional lecture-based teaching methods, which often result in passive learning and a lack of engagement (McCarthy and Anderson ,2000). This traditional method does not promote critical thinking, active engagement, or a profound understanding of historical events and their connections to contemporary issues. The issue stems from the insufficient use of interactive teaching methods, which could revolutionize history education by making it more engaging and intellectually stimulating. This study aims to investigate the impact of interactive teaching strategies. The absence of

critical thinking and interactive participation in history education presents a major obstacle to cultivating vital abilities, including evaluating diverse perspectives, integrating information, and making well-informed choices. Lacking these skills, students might struggle to understand the complexities of today's world or appreciate how historical patterns influence future developments.

Innovative teaching methods, including group discussions, role-playing, project-based learning, and incorporating digital tools, can transform history education by encouraging active engagement and cultivating a stronger connection to historical material. This research aims to bridge the gap by exploring the incorporation of interactive teaching methods in history education. The study aims to explore their influence on student engagement, participation, and critical thinking, offering insights into how these methods can improve the teaching and learning of history.

The objectives guiding this study are as follows:

- To investigate the impact of interactive teaching strategies on students' engagement, interest, and understanding of historical content.
- To identify the challenges teachers, face in implementing interactive strategies and develop recommendations for their effective integration in history education.

The study is guided by the following research questions:

Q.1 How do interactive teaching strategies impact students' engagement, interest, and understanding of historical content?

Q.2 What challenges do teachers face in implementing interactive teaching strategies, and how can these strategies be effectively integrated into the history curriculum?

Students who are gaining a solid understanding of both national and international history are the target audience for this study, which focuses on secondary-level history classrooms. Because they are crucial to their cognitive and social development, adolescents in this age range are especially open to creative teaching strategies that promote critical thinking and active participation. The study looks at how interactive teaching techniques—like role-plays, group discussions, and digital tools—are used to evaluate

how they affect student engagement and learning results. It also looks at the difficulties historical teachers have implemented these strategies (Castronova, 2002). To give a thorough grasp of the subject, information will be gathered via questionnaires, teacher and student interviews, and classroom observations.

This study, while attempting to shed light on the application of interactive teaching approaches specifically for teaching history at the secondary level, bears some limitations. The research is rightly concerned with secondary school classrooms and does not extend the findings to other possible educational settings that may include the primary schools or universities, where developmental needs and learning styles vary (Yilmaz, 2008). Possible bias and inaccuracy and unrepresentative results are yielded from relying mostly on self-report data and qualitative data gathered through interviews, surveys, and scant classroom observations. Resource constraints with respect to time and finances might have also led to the omission of much broader implications or relevant variables. External variables such as training levels of teacher personnel, policies of the school, and availability of instruction material resources complicate the results even further. Notwithstanding these limitations, the study has provided some good insight into the application of interactive techniques in history teaching and pointed toward hurdles and areas that need improvement.

### Literature Review

The study titled "Using Interactive Teaching Strategies in Teaching History" is significant in addressing the need to improve student engagement and learning outcomes in history classrooms at the secondary level. The stage of adolescence is a crucial period of cognitive and social development; therefore, any teaching approach that fosters an environment of critical thinking, collaboration, and active participation is extremely beneficial to this group of learners. (Vygotsky, 1978; Piaget, 1971). On this note, this research contributes to the assessment of methodologies such as role-plays, group discussions, and digital tools, which may provide innovative ways to invigorate history teaching.

### 2.1 Theoretical Framework

Interactive teaching strategies in history are deeply rooted in constructivist theories, as they believe that learners build knowledge from experience and interaction. Vygotsky's social constructivism brings out how social interaction is very fundamental to cognitive development (van Niekerk, 2025 & Vygotsky, 1987). His concept of the Zone of Proximal Development (ZPD) further shows that students can reach higher levels of understanding with the help of more knowledgeable peers or teachers. This framework directly supports strategies like group discussions, collaborative projects, and guided historical inquiries, fostering deeper comprehension of complex events (Webb and Ousky, 2011).

The experiential learning theory proposed by Dewey coincides with Vygotsky's conception of learning through active engagement and reflection, elements that are vital to the process of learning (Duke et al., 2021). Also, in history, it connects students to past events through some activities such as role-playing, debates, and case studies in the context of their present time (Haydn & Stephen 2021). Most effective learning occurs while the student "does"; rather than by receiving the information passively, a principle that influenced "doing" in the classrooms recently imported the teaching methods (Pardjono, 2016).

Piaget's stages of cognitive development provide further evidence for why age-appropriate activities may be necessary (Waite-Stupiansky, 2022). In fact, it is concrete learning experiences such as storytelling and object-based inquiries that can enhance history learning among younger kids, while more abstract thinking activities like primary source analysis and engaging in evaluating historical events bring in the older students (Huitt and Hummel, 2003 & Thompson, 2021).

Bruner's scaffolding theory highlights the importance of guiding learners step by step, giving them the support they need to build confidence and eventually tackle complex tasks on their own (McCrum, 2013). In history education, this could mean starting with tools like timelines or interactive games to help students piece together events and perspectives (Pardjono, 2016). Over time, as they grow more capable, they take the lead, diving deeper into historical narratives and forming their own interpretations. It's like holding

their hand at first, then gradually letting go as they find their footing and take ownership of their learning journey (Chand, 2024). Together, these ideas represent a powerful shift in education—from simply memorizing facts to encouraging curiosity and deeper thinking. They emphasize helping students ask meaningful questions, understand different perspectives, and connect emotionally to historical events. By focusing on critical thinking and empathy, this approach nurtures not just the mind, but also the heart, making history feel alive and relevant (Cooper, 2013). It's about creating learning experiences that resonate on a personal level, ensuring students engage with history in ways that truly matter. The integration of interactive teaching strategies in history education has garnered significant attention, which do afford great opportunities to develop learning and engagement. Studies have shown that employing methods like storytelling, problem-based learning, and technology have improved retention of historical knowledge and understanding (Bulut and Ocak, 2021). It has been found that storytelling can provide a good emotional connection between students with historical narratives in which students develop a sense of empathy with past events and peoples. A case in point: personal accounts or fictionalized accounts with historical foundations give a more individualized and enveloping learning experience (Maggioni, 2010). The flipped classroom model in education allows students to work with material outside of class time, such as seeing videos or readings ahead of what's next. Time spent within a classroom is then devoted to discussions and in-class activity. Early studies showed increased participation and critical analysis of topics within the historical sphere as a result of such alterations. For example,

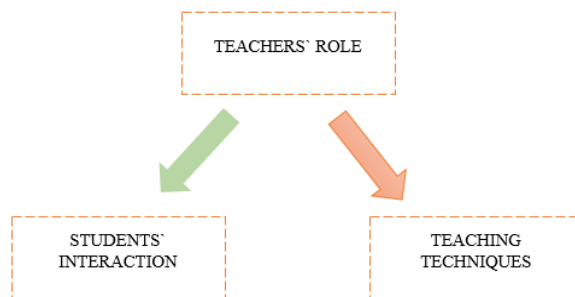
students might analyze causes of World War I during class discussions after reviewing lecture materials at home, thus deepening their engagement with the material (Scott, 2022). Virtual simulations and augmented reality will transform the face of history education technology. Virtual simulations - be it an immersive 3D recreation of historical landmarks or any other - would enable a student to experience the various historical settings while at the same time critical thinking will be developed with curiosity. Yet there are cost issues, teacher untrained lack, and unequal resource-holding which limits the methods, especially in under-resourced areas (McGue et al., 2021).

There are still barriers, however, among them is curriculum rigidity, which makes the flexibility required for implementing interactive strategy impossible (Kello, 2016). Other barriers include the unpreparedness of teachers to some extent, thus making application inconsistent or ineffective. To these findings it may also be added that there remains a growing need for adapting scalable interactive teaching methodologies to meet diverse learner needs within curricular objectives.

**The Triad.**

To make history more interactive, we need to think about three key parts: the teacher's role, how students interact with each other, and the tools or methods used in teaching. These elements work together to create a shared learning experience that helps students grow in their thinking, social skills, and emotions (Surya and Nurdin, 2021). By focusing on all three, we can build a more engaging and well-rounded classroom environment where students actively learn and connect with the material.

**Figure 1**  
*The Triad*



In interactive teaching, the role of the teacher has shifted from being a mere dispenser of knowledge to a facilitator of learning. Teachers are thus primarily concerned with designing and orchestrating tasks that demand critical inquiry, collaboration, and active participation. Teachers guide discussions, scaffold learning experiences, and provide timely feedback for student construction of their own understanding of past events, such as in debates on historical controversies. This prompts students to research and debate critically on those topics (Levstik and Barton, 2022). Such facilitation ensures that the students not only acquire facts but also practice higher-order historical thinking skills in analyzing cause and effect or viewing an event from multiple perspectives (Monte-Sano et al., 2017).

Student engagement is at the center of the framework. Such experiences include numerous lively activities such as simulations, role-playing, and problem-solving exercises that leave students entirely immersed in the historical context (Alston et al., 2022). For instance, in a role-playing activity based on the French Revolution, the students are to role-play into the different social classes. This will encourage them to empathize with contrasting perspectives, as well as to understand the many complexities of historical events (Schleppegel et al., 2022). Research further reveals that these activities give spurts to enhancement in motivation and long retention because students tend to "experience" history rather than receive it passively (Scott, 2022). Moreover, collaborative activities encourage social learning, i.e. negotiated, debated, and co-constructed knowledge with peers.

Instructional tools serve as catalysts in changing traditional learning into interactive explorations. Multimedia tools such as videos, infographics, and timelines provide visual and auditory stimuli that turn complex historical scenarios into simpler ones (Sengai and Mokhele, 2021). Gamification components like quizzes, historical role-play games, and so on grant engaging experiences through introducing aspects of challenge and reward. Digital hardware such as virtual reality allows one to see the historical sites or simulate crucial events in order to develop a firsthand experience of learning that nurtures historical empathy and critical thinking as well (McCall, 2022)

Learning through experience is at the heart of active student engagement. Dynamic forms of activity within

the environment include simulation, role-play, problem solving, embedding the students in the historical contexts (Wiersma, 2008). For example, a role-play activity on the subject of the French Revolution might have students assume the roles of different social classes within that historical event, thereby encouraging them to similarly see from diverging perspectives and understand the intricacies of events in history (Hartzler-Miller, 2001). It has been proven, in accordance with research that these activities effectively enhance motivation and long-term retention by allowing students to "experience" rather than receive history passively (Scott et al., 2022). Other than that, collaborative activities further promote social learning since students negotiate, debate, and co-construct knowledge with their peers. Student engagement activities are designed to actively involve students in the learning process, encouraging participation, critical thinking, and collaboration (Grant, 2018). Examples include interactive discussions, group projects, hands-on experiments, debates, and creative tasks like role-playing or designing presentations. These activities help students connect with the material, promote deeper understanding, and develop key skills such as communication, problem-solving, and teamwork (Wiersma, 2008).

### **Challenges in using Interactive Strategies**

Although there are many advantages of interactive teaching strategies in history education, they also provide certain challenges inhibiting its effective implementation. A study investigating the challenges teachers face in teaching history revealed that rigid curricula often limit the flexibility needed for the incorporation of interactive approaches. (Bain, 2012). Literature also identified several reasons for teachers' poor employment of student-centered teaching strategies, including inadequate training among many teachers on how to apply interactive methodologies at schools in the context of secondary education, resulting in inconsistent application or ineffective implementation (van Hover and Yeager, 2004). Successful implementation highly depends on resources one is able to acquire, such as technology and multimedia tools, which are often not available within the poorly interconnected areas (Nguyen, et al., 2024). The study mentioned an

evidence challenge of pedagogical practice, whereby teachers seldom face time constraints, which make it difficult to prepare and implement time-consuming interactive engagements within the limited scopes of the usual curriculum (Ruto and Ndaloh, 2013). Also diversity of students matters a lot (Bain, 2012) along with its assessment is one of the issues in history teaching (van Hover and Yeager, 2004).

Research on student-centered teaching strategy noted that both teachers and students may resist implementing interactive means for unfamiliarity or for being comfortable with conventional methods, erecting barriers to their successful implementation (Nguyen, et al., 2024).

Integration of Student-Centered-Interactive Teaching Methods in History has been adequately documented by various writers working on it as an attempt to increase student participation in learning and improve students' understanding of events in history. Various studies have described the role of interactive methods as participating in role-plays, debates, multimedia learning, etc., as being instrumental in engaging students and holding on to them (Levstik and Barton, 2022). These have previously shown promise in the promotion of critical thinking and historical empathy by requiring students to be activists in the education process instead of mere passive learners (Scott et al., 2022). However, as much existing research demonstrates the positive effect of interactive strategies on student motivation and initial learning outcomes, studies are limited in evaluating the impacts of these interventions on longer-term retention and on the progressive development of critical thinking.

Based on the literature current study works on the hypothesis:

*“There is a significant difference between students’ academic achievement in history when learned through traditional approach and interactive approaches”.*

It examines some kinds of research that examines the real short-term engagement metric and immediate, explicit academic performance-level findings, leaving out the more meaningful cognitive and emotional changes. Success is measured in terms of student participation, enthusiasm, and/or test scores, but very little inquiry seems to have been directed at whether the advantages really result in changes that are longer

lasting in students' abilities to think critically about historical events and whether the material stays with them (Pardjono, 2016). For example, interactive methods boost enjoyment and combine that with use of a methodology, in the short term, it is not clear whether it makes any long-term shifts in analytical capabilities or in the application of historical thinking in different contexts (Monte-Sano et al., 2017).

This paper identifies a very important gap in educational research relating to the evaluation of methods of teaching. Although success is generally assessed through measures of short-term outcomes like participation, enthusiasm, and test scores, it is perhaps most significantly lacking in actually assessing whether these serve the long-term goals of critical thinking and retention or application of knowledge outside their immediate contexts.

### Research Methodology

Study employs Experimental Design method. Interactive strategies were used as a major intervention, the details of which are discussed below, and history was selected as a study course.

Two sections from grade 10 were selected from a private Cambridge school, which included 20-20 students from same grade level. These courses were chosen because they were comparable in terms of student demographics, past academic achievement in history, and availability of learning materials.

- Class A (Control Group): A teacher-centered approach was used to train the students in this group.
- Class B (Experimental Group): Interactive, student-centered teaching techniques were used with this group of students.

### 3.1 Teaching Methodologies

#### Teacher-Centered Methodology (Control Group):

Conventional, lecture-based teaching techniques were used to instruct Class A. The teacher was the main source of information, imparting knowledge through lectures, textbook references, and direct teaching. Only taking notes, responding to factual inquiries, and passively listening were allowed forms of student involvement.

#### Student-Centered Methodology (Experimental Group):

Class B was introduced to interactive teaching techniques such as debates, inquiry-based learning, group discussions, historical role-playing, and the utilization of digital resources like interactive tests and multimedia presentations. These teaching methods were created to encourage students to actively investigate and evaluate historical material.

In order to get a better result all other variables other than independent variables were kept constant during the entire study. As the study was conducted in boys' school so gender is a constant variable. Age is also identical, there were all residents in Karachi therefore ethnic variation has also kept under control. Further the teacher was also the same as the entire research

project that is for five weeks, which is the most critical part.

**3.4 Data Collection Instruments:**

At the end of the study scores collected from assessment were analyzed and processed using IBM SPSS version 23.0 so discussion and conclusion can be drawn from the study.

To maintain consistency between the two groups, the study was carried out during Eight weeks (Two Months) and concentrated on a particular historical subject. The steps that made up the process are as follows:

Week	Group A	Group B
1	Each group was introduced to the corresponding teaching approaches and the pre-test was given.	
2	The first lessons were taught to both groups in week two.	
2	For the Group "A", conventional teacher-centered lectures emphasizing direct instruction and textbook-based content were given	In order to foster student involvement, core interactive exercises like brainstorming and facilitated conversations were implemented for the Group "B"
3	The Group "A" read from the textbook and received explanations from the teacher.	The Group "B" engaged in historical simulation role-playing exercises that promoted empathy and critical thinking.
4	Mid-point lessons were delivered with a focus on deepening understanding. Individual tasks and factual lectures were given to the group	Students here discussed historical case studies and exchanged viewpoints in cooperative group discussions
5	Additional lessons were taught. The Group "A" made sure students recalled factual material by using a lecture-and-quiz approach.	The Group "B" engaged in an inquiry-based learning exercise in which they investigated historical events by formulating questions and carrying out supervised research
6	Prior information was consolidated in the lessons. Students here took part in teacher-led summaries and evaluations of important ideas.	By debating historical subjects, students encourage critical thinking and the examination of other viewpoints
7	Final lessons were delivered to both groups. Students completed written activities and teacher-directed recaps to review the material.	To reinforce learning in an interesting way, students employed digital tools including interactive tests and multimedia presentations
8	To evaluate the learning outcomes, the post-test was given to both groups.	

Along with this, in order to find out the efficacy and challenges, classroom observation sheets, reflective journals and students 'feedback were also collected. This study received ethical approval from the School Head. All participants and their parents/guardians were asked for their informed consent, guaranteeing

that they were completely aware of the goals and methods of the study. Throughout the study, participants received assurances on confidentiality, anonymity, and the voluntary nature of their participation.

Data Analysis

4.1 Quantitative Data Analysis

One way-ANOVA was used to compare the two groups' performance. To find patterns, trends, and insights, qualitative data from teacher reflection logs, feedback surveys, and classroom observations were subjected to thematic analysis.

By comparing the two instructional approaches in an experimental setting, this study built on the body of literature that showed how effective interactive teaching strategies are at encouraging critical thinking,

engagement, and deeper comprehension of historical content. Haydn and Stephen (2021) and Duke et al., (2021) highlighted the beneficial effects of student-centered methodologies, such as collaborative learning and role-playing, on retention and understanding in history education, while traditional teacher-centered methods were often effective at imparting factual knowledge but had been criticized for stifling creativity and active student participation (McCrum,2013).

Table 1

Descriptive Statistics

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
					Lower Bound	Upper Bound	Minimum	Maximum
Traditional	20	10.95	2.139	.478	9.95	11.95	8	15
Interactive	20	17.35	2.540	.568	16.16	18.54	13	20
Total	40	14.15	3.984	.630	12.88	15.42	8	20

The table presents descriptive statistics for an ANOVA analysis comparing scores between two teaching methods: Traditional and Interactive. The sample size for each group is 20, making a total of 40 participants. The mean score for the Traditional group is 10.95 with a standard deviation of 2.139, while the Interactive group has a higher mean score of 17.35 with a standard deviation of 2.540. The overall mean for all participants is 14.15 with a standard deviation of 3.984. The standard error, which indicates the precision of the mean estimate, is 0.478 for the Traditional group, 0.568 for the Interactive

group, and 0.630 for the total sample. The 95% confidence interval for the mean suggests that the true mean score for the Traditional group likely falls between 9.95 and 11.95, while for the Interactive group, it is between 16.16 and 18.54. The minimum and maximum scores indicate that participants in the Traditional group scored between 8 and 15, whereas those in the Interactive group scored between 13 and 20. These results suggest that the Interactive method leads to higher scores on average compared to the Traditional method.

Table 2

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.198	1	38	.281

The Test of Homogeneity of Variances assesses whether the variances of the two groups (Traditional and Interactive) are equal, which is an assumption for conducting ANOVA. The Levene's statistic value is 1.198, with degrees of freedom  $df1 = 1$  and  $df2 = 38$ . The significance (Sig.) value is 0.281, which is greater

than the typical alpha level of 0.05. This indicates that the variance between the two groups is not significantly different, meaning the assumption of homogeneity of variances is met. Therefore, the ANOVA test can be performed without concern for unequal variances affecting the results



Table 3  
ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	409.600	1	409.600	74.295	.000
Within Groups	209.500	38	5.513		
Total	619.100	39			

The ANOVA table presents the results of the analysis comparing scores between the Traditional and Interactive teaching methods. The Between-Groups Sum of Squares is 409.600, which represents the variation in scores due to the different teaching methods. The Within-Groups Sum of Squares is 209.500, indicating the variation within each group (individual differences). The Total Sum of Squares is 619.100, which represents the overall variability in the data.

The degrees of freedom (df) for Between-Groups is 1 (since there are two groups), and for Within-Groups, it is 38 (total participants minus the number of groups). The mean square is calculated by dividing the Sum of Squares by the degrees of freedom, resulting in 409.600 for Between-Groups and 5.513 for Within-Groups.

The F-statistic is 74.295, which indicates the ratio of variance between the groups to variance within the groups. The significance value (Sig.) is .000, which is below the standard alpha level of 0.05. This means the difference in scores between the Traditional and Interactive groups is statistically significant, suggesting that the student centered teaching method has a significant impact on student performance hence supporting our hypothesis that there exists a significant difference between traditional and interactive approaches which is revealed in terms of obtained scoring

4.2 Qualitative Data Analysis

Data from observations in the classroom showed that the experimental group was more engaged, active, and capable of critical thought. This group of students participated actively in role-playing, discussions, and arguments. Students in the control group, on the other hand, were passive and reliant on direct instruction.

This is shown in the checklist of classroom observation:

*“Students are actively engaged in the classroom”* which was rated as 5 in all observation sheets.

Replies from students’ feedback most of the experimental group’s pupils preferred interactive teaching techniques over other teaching modalities and gained a deeper understanding of historical ideas. They particularly value role-playing, group discussions, and multimedia presentations. Reflective logs pointed out that interactive teaching methods improve students’ motivation, help them remember historical events, and help them develop their analytical skills. Among the difficulties mentioned is the need for extensive planning and classroom management strategies to enable its efficient execution as mentioned in one of the logs

*“Students seemed very bored in traditional method, upon questioning no one answered, as compared all students were participating in interactive classrooms”*

The study’s findings are consistent with earlier research (Monte-Sano et al., 2017 & Barton & Levstik, 2004) that supports student-centered learning strategies in history instruction. The results are clearly evident that interactive teaching techniques outperform all other teaching approaches in terms of improving student involvement, critical thinking, and knowledge retention. When it came to historical topics, students in the experimental group understood them better than those in the control group.

The study attempted to determine whether these student-centered interactive strategies would be better than the conventional teacher-centered approach. The findings demonstrated that interactive teaching methods improve critical thinking abilities, comprehension, and student involvement. Along with some suggestions for additional study and real-world application, the chapter also discusses the consequences for educators. The students in the experimental group, which was taught through interactive teaching methods, reported much higher

levels of engagement as compared to those in the control group. Engagement in the classroom observations suggest that discussion, role playing, and other group activities such as Think-pair-share, Timeline Activities, Gallery Walk, Storytelling, Exit Tickets, Interactive Maps were successful being actively engaged. The student feedback survey data indicated that learners found interactive strategies more engaging and effective for grasping historical concepts. Thematic analysis of the responses captured that student valued discussions and role-playing in their multimedia application, rendering history lessons more relatable and comprehensible. The teacher reflection logs highlighted some opportunities and challenges of interactive teaching. The teachers reported increased student motivation and participation, retention of historical events by students, and challenges such as classroom management and extensive preparation. Further the study was concretely supported by the result of One Way - ANOVA that shows that there is a significant difference in the scores of the students learning history from interactive methodologies and traditional approaches

### 5.3 Recommendations

The following recommendations are worth noting for the study

To encourage more student participation and comprehension, educational institutions should incorporate interactive teaching strategies in history curriculum such as debate, group discussions, excursions and digital resources and collaborative learning.

Teachers should be trained in the use of interactive teaching techniques through regular training sessions. Peer cooperation and these training sessions would also help teachers address the difficulties associated with these approaches.

Incorporating interactive digital tools such as virtual tours, multimedia presentations, and simulated learning could bring students to an understanding of historical events and contexts.

Future studies will determine the prolonged effects of interactive methods on student performance. Studies should also examine the effectiveness of specific strategies with different groups of students and in differing educational environments.

In addition, this research added new insights regarding the challenges faced by teachers when adopting pedagogical strategies and good recommendations to overcome them.

It fills an important hole in the area of history education by exploring pedagogical strategies that would better equip students to problematize national and global history.

These results will inform curriculum developers, teachers, and policymakers of best practices for the use of interactive methods in the learning process, engaging students in a more effective and worthwhile learning experience (Sarıçoban & Sakızlı, 2006; Kagan, 1994).

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