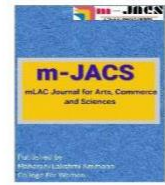




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# THE EFFECTIVENESS OF DOCUMENTARIES IN TEACHING PEDAGOGY IN HISTORY

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### Abstract

Documentation in history plays a crucial role in preserving evidence and providing valuable information for future generations. In the context of documentaries, modern technology is utilized to present historical accounts with visual effects, offering undergraduate students a vivid depiction of the past. These documentaries serve as comprehensive and educational resources for students, providing them with a deeper understanding of historical events. Visuals are particularly effective in transporting individuals to different time periods and aiding their comprehension of complex conditions and issues. In some cases, explanations or theoretical concepts may be challenging to grasp or lead to confusion. This research employs quantitative data, longitudinal analysis, and an exploratory methodology to examine the use of technology in presenting visuals and its efficacy among undergraduate students from various academic streams who have an interest in history. Documentary videos, biopics, series, and films serve as mediums to help students comprehend historical topics, and their effectiveness can be assessed through surveys.

**Keywords:** Historical accounts, documentary, biopics, movies, visuals, undergraduates

### Introduction

College-level history education aims to teach pupils both historical thinking abilities and historical comprehension. Through historical development, students can learn how to think historically and become familiar with the past. These abilities can be used to identify and explain the importance of history in one's life, which in turn assists in establishing and focusing on promoting national identity in everyday life.

Early on, a lot of effort was needed for several reasons to preserve books, records, sources, etc. But as time passed, other technologies appeared that are helping historians record or save their work. so that future generations can completely benefit from it and safeguard it for a long time. The study of history thus requires digitalization. It used to be that everything was explained in college, but students didn't know much about the past since we had only historical sources, facts, and evidence in the form of theoretical

methodology, while practicality and visualization were absent. The study of history has a significant role in forming students' personalities as citizens. The study of history is one method for forming a country's character. When there are issues with history education, there are issues with nationalism. This issue in learning relates to theory; a deficiency in imagination; textbook references; a nation-focused curriculum; and a propensity to ignore the phenomena of globalization that erase the historical context. Lessons on history are frequently uninteresting and geared at memorization. The learning consists solely of learning a chronological list of years and events that must be repeated while responding to test questions. Because it continues to occur now, this fact cannot be disputed.

The ability to carry out engaging lessons and to establish and relate to close learning for pupils is what defines a teacher's professionalism, not their capacity to expand on the information they already possess. Two factors—the subject and the instructor's teaching style—affect the subjects' attention.

Therefore, a teacher's job is to make the teachings that were previously uninteresting into something students would find exciting and the lessons that are thought to be tough into something students will find simple. Innovative learning methods and media that stress students becoming active participants are required so that learning in the classroom may proceed as planned by the instructor.

### Learning Through Documentary Films

Documentaries and movies may help students perceive the world in very concrete ways. But the real debate is whether or not we should incorporate documentary films, narrative films, biopics, etc., into our teaching of history. These days, it's crucial to introduce students to history through compelling tales based on actual events, with fewer dramatic and imaginative moments. With the aid of this methodology, it is possible to foster in students a creative imagination and a connection to the past.

A movie has the capacity to evoke an emotional response from viewers and may offer a life experience. The influence of auditory and visual elements aids in students' information retention. Documentaries are potent emotional tools that may take viewers to different cultures and heighten their sense of empathy for the world's problems. In ways not possible from textbooks or lectures, videos aid students in developing social and emotional learning when strengthened by written reflection. A powerful true story told through a film may inspire significant classroom discussions and activities that help students connect to their past and their present in a rapidly changing world.

Teachers can include learning media into the classroom, including cassettes, videos, computers, CDs, movies, documentaries, and more. One of the most intriguing methods is the use of documentaries in classrooms to teach history.

Learning about history involves learning about mankind in all its forms. Learning about history is meant to make one wise. Learning about history would result in a comprehension of the fundamentals of the development of human culture and civilization, which is then referred to as historical consciousness (historical awareness). Therefore, gaining historical information is one goal of studying history. The technique of teaching history to students must also consider generating conditions that can foster historical knowledge.

### LITERATURE REVIEW

The History of Education According to studies on historical learning, it is a combination of teaching and learning strategies in which historical events with direct relevance to the present are taught. The foundation of history learning themes is the idea that effective history education

fosters students' capacities for building the present by connecting to or seeing the past. This viewpoint is consistent with seeing history through the eyes of the period. When studying history, there are three different time periods to consider: short term, mid-to long-term, and long-term. A geographical viewpoint that cannot be disregarded is also emphasized in relation to history. To learn about history, students must comprehend the idea of changing time and be aware of it. It is also possible to give attention to current events that are becoming more global in history education as a means of fostering intellectual prowess, historical pride, and initiatives to better people's lives in the areas of socio-economics, politics, and culture. Understanding history opens the door to understanding what happened and its lessons. Learning about history involves learning about mankind in all its forms. Learning about history is meant to make one wise. Learning about history would result in a comprehension of the fundamentals of the development of human culture and civilization, which is then referred to as historical consciousness (historical awareness). Therefore, gaining historical information is one goal of studying history. The method of teaching history in schools must also consider setting up conditions that can foster historical knowledge.

Learning media are necessary for history instruction in schools in order to significantly affect the learning process. Learning media is a collection of tools or add-ons that teachers or educators use to interact with students. Good learning materials may assist students in giving feedback and can motivate them to follow the right procedures. Film documentary media is one of the many different types of learning media. A documentary is one sort of movie that is a genuine, imaginative report based on information, by the statement of, from true events that occur and fundamental patterns in documentaries portraying the issues of human existence. A documentary is a particular genre of cinema that is an accurate, artistic report based on information, by the statement of, from true events that occur and fundamental patterns in documentaries portraying the issues of human existence. Depending on their length, movies may be categorized into 1. Short movies are those that are under 60 minutes 2. Long films that are longer than 60 minutes. The movie is separated into four categories: fiction films, biopics films, inspirational films, and documentaries.

However, using the documentary videos, students can view a chronological order as wanted in the learning process. Additionally, historical artefacts will be available for students to view. Due of the audio-visual nature of documentaries, it appears to be natural to them. The utilization of documentaries will increase the amount of historical learning resources available in classrooms. It is not unexpected that students appear excited about viewing historical films since they will be joyful and interested in taking history classes.

## METHODOLOGY

### Data Collection and Sampling

The population of this study consisted of Maharani Lakshmi Ammanni College for Women's Undergraduate students of I, II, and III years from various streams such as BCom, BA, BBA, and BSc. In this study, a survey was conducted using deliberate sampling approaches to determine students' attitudes toward learning history through movies in the form of a bar and percentage graph. The study was carried out at Maharani Lakshmi Ammanni College for Women on August 28, 2022.

### Data Collection Instrument

A multiple-choice exam instrument having two components. Section 1 consists of ten questions based on the viewers' experiences with movies in their lives. Section 2 is a list of movies, documentaries, biopics, and series that have been classified according to whether or not they include genuine facts.

The survey approach was available to everyone and had no validity. We received 156 answers from students. A questionnaire with the answers true and false (dichotomy), maybe, and don't know was used as an instrument to learn about the role of history in the films listed. Consequently, the responses were compiled into a bar graph and a pie chart. The percentage was retrieved to have a better knowledge of the viewers, who are students.

### Data analysis

This study employs analysis, namely descriptive analysis, differential analysis, simple statistical analysis [pie chart], and exploratory data analysis [bar graph]. The distribution table, histogram, and descriptive analysis were all displayed. The hypothesis was tested using the Hypothesis testing is a statistical procedure in which an analyst examines an assumption about a population parameter of pupils on films. The normalcy test has a standard distribution to examine data on student learning results in each part. The data set contains both heterogeneous and homogeneous mixtures.

## FINDINGS AND RESULTS

### Current learning procedure

The location of testing in this analysis was divided into two sections: Section 1 consisted of a descriptive method on the importance of movies in their daily lives, and Section 2 consisted of a dichotomy method to study their perspective on the differentiation of reality and illusion, or creative imagination, which was the focus of this study. A preliminary study was conducted to gather preliminary data on the conditions surrounding the usage of visual learning in history. The preliminary research collects data on realistic

learning techniques, college-based facilities and resources, and lesson results.

The teacher frequently favours using educational media based solely on the findings of the interviews. The most crucial thing is to learn how to walk normally. The resources available at colleges, such as the usability of LCD projectors and laptops, are perfect for implementing the digitization of historical learning. However, the instructor lacks clarity and enthusiasm for establishing an unconventional and creative learning process. (a) The findings of a preliminary review of one of the class learning activities in the history subject prioritised the instructor over conventional media and were written by the lecturer on the blackboard. As a result of the discovery that many students continued to interpret information incorrectly and did not understand the distinction between real When the instructor demands the pupils and claims that nobody is paying attention, the situation worsens. Because students have plenty of time to write on the board outside of class, (a) the teacher has plenty of time to study; (b) the instructor's learning has not been completed because students are only given fundamental theory and teaching aids for interpreting it. Students find it difficult, boring, or even uninteresting to make the connection between the material and their everyday lives. Students will try to connect the subject itself with the knowledge they have already attained through various sources like movies and documentaries. As a result, learning turns into a passive process, and in groups, students appear to be mute. Students' failure to apply what they have learned thus far is a result of their simply paying attention to the teacher's explanations.

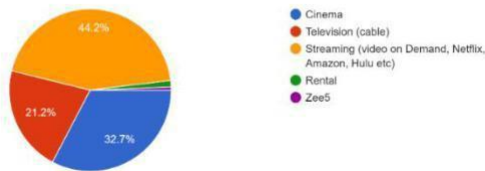
Early learning is thought to be the root cause of many difficulties, such as a lack of student motivation. The lecture technique will leave pupils disinterested in deeper learning when dealing with learning material that are of interest to them. However, if the instructor employs most of the strategies and instructional aids in the lessons offered at the same time, the students will feel bored and disinterested; (b) they will not focus on the subject. The activity is witnessed during class. When the instructor explains, there is a mob of pupils in front who want to do things other than study activities (c) a failure to comprehend the teacher's interpretations. Students are perplexed by the different historical lines in the colonial book that are recalled and then recited. On the test, most students scored below the passing mark. The lack of precise examples and material for presentations will encourage pupils to engage in extracurricular activities. Because their results are not primarily focused on learning, kids become less attentive of learning. Many students have chosen to defer their vocabulary requirements.

In terms of equipment and resources in classrooms, funding for the use of learning media is adequate. There are several ways to locate and access educational media. However, information technology skills are required for learning in schools, particularly by senior instructors.

Furthermore, senior professors who use the lecture technique to teach information technology are more at ease and calm. Finally, the teacher confounds students' learning results at lower graduation levels by administering informative and summative assessments. Based on the document evaluation results, the students are perplexed by the distinction between truth and facts and illusion and creative imagination.

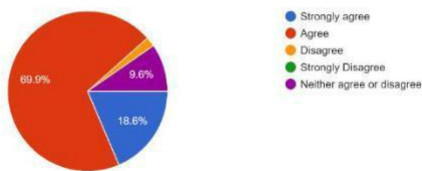
A substantial proportion of students' study history through films, documentaries, television programmes, and biopics. Even before they learned history via theory, they had a notion of it thanks to movies, which include genuine facts. 37% favoured watching Historical Documentary films above other categories stated in their survey.

3. What is your favorite place to watch full-length documentaries ?  
156 responses



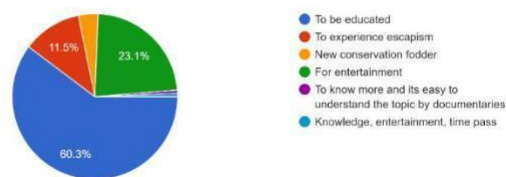
**Chart, pie 1** - The result of statistical analysis reflects that the 44.2 % students watch full length documentary movies on streaming videos like Netflix, Amazon etc...

4. I enjoy watching documentaries  
156 responses



**Chart, pie 2**- The result of statistical analysis reflects that the 69.9 % students watch full length documentary movies.

6. Why do you watch documentaries ?  
156 responses



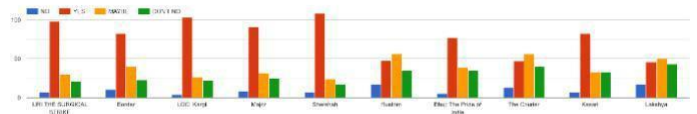
**Chart, pie 3**- The result of statistical analysis reflects that the 60.3 % students watch full length documentary movies for knowledge, entertainment and time pass

7. What kind of documentaries do you find the most appealing?  
156 responses

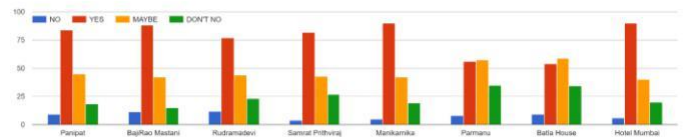


**Chart, pie 4**- The result of statistical analysis reflects that the 31.4 % students like watching HISTORICAL DOCUMENTARY MOVIES

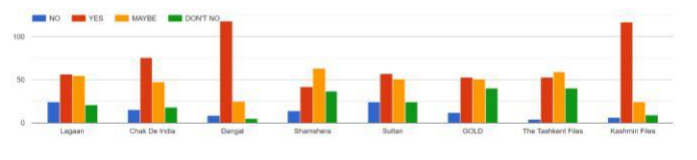
Which among the following is based on true events? PART 1



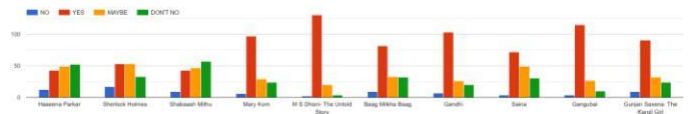
Which among the following is based on true events? PART 2



Which among the following is based on true events? PART 3



Which among the following is based on true events? PART 4



**BAR GRAPH 1, 2, 3 and 4** - This category includes documentaries, series, biopics, and films based on actual events, among other things. The statistical analysis reveals the students' opinions on each film. We discovered that many movies, both inspiring and fictitious, were based on true events. And movies that were based on factual events and facts were disqualified as inspiring or fictitious. Some



findings also revealed that people were ignorant of numerous films based on historical texts.

## CONCLUSION

Documentary accounts are historical accounts that use modern technology to give students a clear picture of the past using visual effects. This provides us with a comprehensive and instructive source that may be used for educating the students. Visuals transport a person to a different world and help them to grasp the conditions or issues they are facing. History lessons are often uninteresting and geared at memorization, authors say. Innovative learning methods and media that stress students becoming active participants are required. Authors suggest incorporating documentary films, narrative films, biopics, etc., into our history curriculums. Learning about history involves learning about mankind in all of its forms. Effective history education fosters students' capacities for building the present by connecting to or seeing the past. When studying history, there are three different time periods to consider: short term, mid-to-long-term, and long-term. Learning about history is meant to make one wise. Understanding history opens the door to understanding what happened and its lessons. History education must consider setting up conditions that can foster historical knowledge. Good learning materials may assist students in giving feedback and motivate them to follow the right procedures.

## LIMITATIONS

While other factors of learning, such as skills and attitudes, are employed for learning, the research primarily looked at the impact of historical films on knowledge-related aspects. To study the significance and surroundings of other participants, the generated learning media explicitly contain sub-contexts to enhance research, customer satisfaction, and other potential barriers to accessing historical information.

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