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An Examination of the Use of Digital Historical Resources for the Teaching of the Civil War in South Central Pennsylvania Public Schools

James R. Beeghley

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AN EXAMINATION OF THE USE OF DIGITAL HISTORICAL RESOURCES FOR
THE TEACHING OF THE CIVIL WAR IN SOUTH CENTRAL PENNSYLVANIA
PUBLIC SCHOOLS

A Dissertation

Submitted to the School of Education

Duquesne University

In partial fulfillment of the requirements for
the degree of Doctor of Education

By

James R. Beeghley

December 2008

**DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION**

Dissertation

Submitted in Partial Fulfillment of the Requirements
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EddIT Doctoral Program

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AN EXAMINATION OF THE USE OF DIGITAL HISTORICAL RESOURCES FOR
THE TEACHING OF THE CIVIL WAR IN SOUTH CENTRAL PENNSYLVANIA
PUBLIC SCHOOLS

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ABSTRACT

AN EXAMINATION OF THE USE OF DIGITAL HISTORICAL RESOURCES FOR THE TEACHING OF THE CIVIL WAR IN SOUTH CENTRAL PENNSYLVANIA PUBLIC SCHOOLS

By

James R. Beeghley

December 2008

Dissertation Supervised by Dr. Joseph Kush

This study examined the practices of social studies teachers in south central Pennsylvania regarding their use of digital historical resources for the teaching of the American Civil War. Teachers completed an electronic survey that examined rates of digital historical resource use for the teaching of the Civil War. After data collection, responses were examined to answer the established research questions.

Based on the findings, areas for improvement were identified and conclusions were reached that pinpoint these areas. Suggestions for effective professional development programs are also presented. After completing the study, it is clear that there is room for additional development of the use of technology for teaching the Civil War as teachers struggle with time constraints and lack of access to technology.

This study of digital historical resources use in the teaching of the Civil War is the first of its kind and the findings from this study will serve as a benchmark for future

studies. Teachers can use the data from this study to justify the need for technology use within their classrooms or the need for increased professional development to their administrators.

A summary of respondent demographics revealed that a majority of the respondents were male, that they had less than 15 years of teaching experience and that a majority of them had at least a master's degree. Respondents further indicated that they are from medium sized schools that teach the Civil War primarily in the 8th grade during the 4th nine-week period. In general, the results showed that there were no differences between males and females in the extent of their use of digital historical resources when teaching about the Civil War. The data further showed that males reported that they were more aware of resources available for the teaching of the Civil War than were females. The results of the study further indicated that the most inhibiting barrier to integrating DHR was a lack of access to classroom technology despite having access to adequate Internet bandwidth and relevant online resources. Finally, the results showed that the most popular type of professional development was district-led workshops.

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To Dr. Adam Friedman who spent time with me on the phone and via email, I say thank you for sharing your research with me and inspiring me to move forward. Your passion for the use of technology in the social studies is one of the reasons I chose my dissertation topic.

DEDICATION

To my best friend and the love of my life, my wife, Kim, there are not enough words to express my love for you and how thankful I am for your undying support. For all the times that while I am home, I've been online in class or working on my paper, for everything you do for the kids and keeping the house in order and on schedule and for dealing with all the minutia that comes with having a spouse who is a doctoral student, I am truly amazed at what you have done for me. Thank you for supporting my passion for the Civil War by going to all the reenactments and traveling to all the battlefields over the years.

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TABLE OF CONTENTS

	Page
ABSTRACT.....	iv
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES.....	xii
CHAPTER 1	1
INTRODUCTION	1
Overview of the role of social studies in the curriculum.....	1
Overview of the need to teach the American Civil War.....	6
Why Teach the American Civil War?.....	7
Importance of Pennsylvania.....	7
Overview of the use of technology in social studies	9
Definition of digital historical resources	11
Importance of the study	14
Research Questions.....	17
Research Hypotheses	18
Assumptions of the study.....	19
Delimitations of the study.....	20
Limitations of the study	20
Summary.....	20
Chapter 2 REVIEW OF THE LITERATURE.....	22
Introduction.....	22
<i>Student learning with computers / Internet resources</i>	<i>23</i>
<i>Computer / Internet usage in Pennsylvania Schools</i>	<i>24</i>
Computers in Social Studies.....	26

<i>How are computers used in the social studies classroom?</i>	26
How the Internet and Internet resources are used in social studies classrooms	27
Use of Digital Historical Resources in K-12 Social Studies Classrooms.....	31
Barriers to implementation of digital historical resources.....	32
<i>Pedagogical barriers</i>	33
<i>Technological barriers</i>	35
<i>Curricular Barriers</i>	36
<i>Technology Literacy Barriers</i>	38
Primary Sources.....	39
Digital Resource Centers	43
Digital History	45
Digital Historical Inquiry	47
Pedagogical Concerns with Digital Historical Resources	48
Digital historical resources in teaching of the American Civil War.....	53
Examples of using technology to teach the Civil War.....	55
Pennsylvania’s Civil War Trails	60
Critical Evaluation of Similar Studies	60
Summary	63
CHAPTER 3 METHODOLOGY	65
Introduction.....	65
Participants.....	66
Instrument	67
Procedure	70
Statistical Analysis.....	72
Summary	73

CHAPTER 4	75
RESULTS	75
Introduction.....	75
<i>Survey Response Rate</i>	75
<i>Faculty Demographics</i>	75
<i>Building Demographics</i>	77
<i>The topic of the Civil War in the Curriculum</i>	79
Research Purpose and Results	82
Additional Findings	96
<i>Barriers to implementing digital historical resources</i>	96
<i>Frequency of use of digital historical resources</i>	97
<i>Rationale for using digital historical resources</i>	99
<i>Types of professional development</i>	104
Summary	106
Chapter 5.....	109
DISCUSSION.....	109
Introduction.....	109
Findings	109
<i>Research Hypotheses</i>	112
<i>Barriers to implementing digital historical resources</i>	119
Implications for Action.....	122
Recommendations for Further Research.....	123
Summary	125
Appendix A Pa History Standards	127

Appendix B Survey Instrument	128
Appendix C Lee, Doolittle, and Hicks Survey Instrument	133
Appendix D Survey of Social Studies Faculty: Technology Beliefs and Practices.....	138
Appendix E Principal Letter	139
Appendix F Teacher Letter	141
Appendix G Principal Follow Up Letter.....	143
Appendix H IRB Approval	145
References.....	147

LIST OF TABLES

	Page
Table 1. <i>Frequency Distribution: Number of Years of Teaching Experience</i>	76
Table 2. <i>Frequency Distribution: Building Demographics</i>	78
Table 3. <i>Frequency Distribution: Building Location</i>	78
Table 4. <i>Frequency Distribution: When is the Civil War taught during the school year?</i> 80	
Table 5. <i>Frequency Distribution: Grade Level Distribution</i>	81
Table 6. <i>t-Test: Gender and Extent of Use of Digital Historical Resources</i>	84
Table 7. <i>Analysis of Variance Results: Years of Teaching Experience</i>	86
Table 8. <i>Analysis of Variance Results: Building Size</i>	89
Table 9. <i>Analysis of Variance Results: 9 Week Period</i>	92
Table 10. <i>Analysis of Variance Results: Grade Level</i>	93
Table 11. <i>Analysis of Variance Results: Teacher Education Levels</i>	95
Table 12. <i>Degree of agreement on the difference between online and offline primary historical resources listed by Percent of Respondents Reporting Use</i>	102
Table 13. <i>Degree of agreement statements regarding online historical resources listed by Percent of Respondents Reporting Use</i>	103
Table 14. <i>Reported Percent Use Scores and Overall Ranks for Types of Professional Development</i>	105

CHAPTER 1

INTRODUCTION

Overview of the role of social studies in the curriculum

“Those who cannot remember the past are condemned to repeat it.” When George Santayana wrote this simple sentence in 1905 he showed how important it is for us to educate our students in social studies and history; but what exactly do we mean by the terms social studies and history? When people hear the term “social studies” they usually think of some class they took when they went to high school. In today’s secondary classrooms, the content area referred to as social studies encompasses more than history and usually includes related fields such as government and geography. Social studies can be seen as both a broad field of study encompassing all of the social sciences and as an integrated field of study with specific emphasis placed where needed. According to the National Council of Social Studies (NCSS), the formal definition for this academic content area is as follows:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned

decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 1994).

According to Martorella (1985), the purpose of the social studies content area is the preparation of citizens who are actively engaged in their community, politically engaged, and promote attitudes that respect the public good. He goes on to state that social studies integrates historical knowledge with content from civics/political science, economics, and geography to prepare young people to understand their communities, nation and the world. Most of the social studies content taught in schools focuses on history, and is taught from kindergarten through grade 12 in schools across the nation. According to the NCSS (1994), there are two main characteristics that distinguish social studies as a field of study: first, it is integrative and second, it is designed to promote civic competence. The social studies content area is integrative because it incorporates many fields of endeavor. Civic competence is the knowledge, skills, and attitudes required by students in order to assume the role of citizen within our society.

Social studies programs within K-12 classrooms are designed to integrate knowledge, skills, and attitudes within and across disciplines. At the primary grade levels, students learn social studies through opportunities that are integrated across several content areas in the form of thematic units. For students in the middle and high school grade levels, the social studies content area continues to be integrated or taught as part of a planned interdisciplinary unit with several teachers (NCSS, 2004).

History, on the other hand, is a specific discipline that focuses on interpreting and analyzing the past. According to the NCSS (2004), the purpose of the history content area is to determine a concept's origin, locate and study various primary source documents

that address the concept, and then to analyze the concept's development over time. History is the study of human behavior through time and usually refers to the study and interpretation of the record of humans, families, and societies as preserved primarily through written sources. Knowledge of history is often said to encompass both knowledge of past events and historical thinking skills (Evans, 2000). According to the Pennsylvania Academic Standards for History (2002), the subject of history, "is a narrative—a story. In order to tell the story it is not sufficient to simply recall facts; it is also necessary to understand the context of the time and place and to apply historical thinking skills" (p.3).

One of the purposes of President George H. W. Bush's 1989 education summit was to establish educational reforms that addressed the issues raised in the 1983 report *A Nation At Risk*. During this summit, the National Educational Goals were developed and adopted by the President in 1990 one of which identified history as a core subject "for which challenging national achievement standards should be established" (Symcox, 2002, p. 9). With the passage of the America 2002 Act in 1991 and then continued with the passage of the Goals 2000 Act in 1994, several educational organizations attempted to establish national standards for the various academic content areas (Symcox, 2002). The term academic standards refer to the knowledge and skills that are expected of students within a particular content area that are measured at a particular grade level.

The National History Standards, the NCSS Standards and the Pennsylvania Academic Standards for History (PASH), not only define history but also provide guidance as to what topics should be covered and at what grade level. Although these standards are quite specific with regard to the topics that are to be included in instruction,

they are extremely vague on methodology for implementing instruction needed to address these topics.

NCSS Standards

The NCSS *Curriculum Standards for Social Studies* identify the primary purpose of social studies as helping young individuals develop the ability to make reasoned and informed decisions for the good of the public as citizens of a culturally diverse democratic society (NCSS, 1994). To achieve this goal, the standards have an overall theme to enhance, develop and increase a student's awareness of their role within society while focusing on how different areas of the social studies have historical, global, future, and practical significance to their daily lives. The standards recommend that students be encouraged to process what they learn on several levels simultaneously, rather than always starting with low-level factual information and only later engaging in higher-order thinking. From the very beginning, students may be asked to relate new learning to prior knowledge, to think critically about information, or to use information to construct arguments or make informed decisions (NCSS 1994). While these standards were adopted by the NCSS more than 12 years ago, they continue to “represent educators' best thinking about what is needed to educate future citizens to meet that challenge” (NCSS, 1994).

National History Standards

The National History Standards (1994) indicate that history instruction should encourage students to “enter knowledgeably into a historical record and bring sound historical perspective to bear in analysis of a historical problem” (p.59). Instruction should include opportunities for students to read historical narratives and to analyze the

assumptions of the narrator. “Students should understand the interpretive nature of history and that historians differ in the weight they give to political, economic, social, and/or technological causes of events, and develop historical perspective by trying to see events through the eyes and experiences of those that were there. Studying the literature, diaries, letters, debates, art, and artifacts of past peoples will engage students in taking on this historical perspective and avoid present-mindedness” (p. 59–61).

One of the many topics required by the standards to be taught in the history classroom is the American Civil War. The American Civil War was both the greatest tragedy and one of the most defining events in the history of the United States. It pitted Americans against Americans over the issues of slavery and states’ rights; issues that continue to be controversial today. Teaching the Civil War provides an opportunity to have students realize “that knowing more about the Civil War in the 1860s will help them understand questions they are going to face in the 21st century” (Robertson & Davis, 2002 p. 10). As this is one of the most important times in our nation’s history, it is important to understand why and what we should be teaching our students about this topic.

Pennsylvania Academic Standards for History

The PASH describes the skills and knowledge level students should have attained at the third, sixth, ninth and twelfth grade levels. The standards are intended to reflect a comprehension of events chronologically while applying historical thinking skills when viewing the human record (PASH, 2002). The state standards also include other areas under the umbrella of the social studies including geography, economics, government and civic, culture and history. These standards are organized in content and levels of student

performance using benchmarks. The PASH contains little or no mention of methods to use in achieving the benchmarks or in teaching the actual content contained within the standards (PASH, 2004).

The standards go on to explain that the level of historical content and the degree of comprehension should become more sophisticated as the student progresses from grade level to grade level. For example, both Pennsylvania and U.S. history are presented in the following sequence: beginnings to the present are taught in grades 1-3; beginnings to 1824 in grades 4-6; the years 1787-1914 in grades 7-9; and the years 1890-Present in grades 10-12 (PASH, 2002).

Overview of the need to teach the American Civil War

“The world will little note nor long remember what we say here, but it can never forget what they did here.” This simple sentence was spoken on November 19, 1863, by President Abraham Lincoln when he gave the now famous Gettysburg Address and it reminds us of how important it is that we take every opportunity to teach our students about the American Civil War. The reason for this can be summed up by the late author and historian Shelby Foote:

"Any understanding of this nation has to be based and I mean really based, on an understanding of the Civil War. I believed that firmly. It defined us. The Revolution did what it did. Our involvement with the European wars, beginning with the First World War, did what it did. But the Civil War defined us what we are, and it opened to us what we became, good and bad things. And it is very necessary, if you are going to understand the American character in the twentieth

century, to learn about this enormous catastrophe of the nineteenth century. It was the crossroads of our being, and it was a hell of a crossroads" (Foote, 1990).

Why Teach the American Civil War?

In addition to Foote's comments, because the notion that our public school curricula should place a great emphasis on the importance of the Civil War is highlighted by the fact that 46% of high school students could not identify the years during which the American Civil War was fought (Wineburg, 2004). This is significant because other than the American Revolution, while open for discussion, many historians have written that the Civil War was one of the most defining moments in our history and no event since our nation began has had such an impact, both positive and negative, on all aspects of American life (Foote, 1990; Robertson & Davis, 2002). The American Civil War had an impact on the society, the economy, the role of women in society, the powers of the President and government, and many other aspects.

The Civil War was at the same time the greatest tragedy and the most important event in the history of the United States and there is no question that the topic remains a focus today as more has been written about that four-year conflict than any other topic in our history. It is also important to note that the strategies and tactics that were used during the Civil War are still studied in leading military academies such as West Point (Robertson & Davis, 2002). In both its geography and its brutality, the U.S. Civil War remains vastly different from other conflicts experienced by Americans and there are a number of issues that may be taught to students.

Importance of Pennsylvania

During the years of 1861 to 1865, the United States was forever changed by all of the events related to the American Civil War. So, how do teachers decide what to teach and what not to teach about those four years? Many teachers would indicate that there is insufficient time to fully and properly cover the topic so they instead focus on famous people, battles and causes of the Civil War. Unfortunately even these topics are rarely covered in their entirety because the American Civil War is usually one of the last topics studied based on the sequencing of the standards (PASH, 2002). While the PASH mandates that schools must cover the American Civil War, the topic must also compete for instructional time with other content related to Pennsylvania history from 1787 to 1914 and with World History from Beginnings to 1500 (PASH, 2002). In order to meet the PASH, the American Civil War must be taught by 9th grade however it is normally taught in 5th or 7th grade according to Jeff Zeiders, the Social Studies curriculum advisor for the Pennsylvania Department of Education (PDE), (Jeff Zeiders, personal communication January 2007). Appendix A shows strands from the Pennsylvania History Standards that specifically relate to topics around the American Civil War or the use of primary sources.

In addition to the amount of available class time, teachers also express concern over limited resources available to effectively teach the topic. The principal source of content for most teachers is the social studies textbook. Most of today's textbooks have limited content on the American Civil War and they typically cover topics using only famous people, overviews of the major battles, causes of Secession, the ending slavery, and the preservation of the Union.

When teaching and learning about the Civil War, other resources can be helpful to teachers and students in addition to their classroom textbook. Technology resources such as CD-ROMS, videos, and audio CDs along with secondary sources such as library books can all be used to supplement student learning. In addition to these traditional resources, the Internet opens the doors to vast libraries of information and resources on the Civil War. This is important because while reviewing these resources, students might brainstorm, using prior knowledge, and engage in problem-solving strategies similar to the work of historians thus adding important dimensions to their learning (NCSS, 1994).

Overview of the use of technology in social studies

Traditionally, the major focus of instruction within the social studies classroom has been related to the learning of facts, while the subject matter centered on learning and memorizing the important dates of history, geographic names, government individuals, and so forth (Wilson, 1999). The NCSS is attempting to reform these traditional instructional approaches by emphasizing changing the ways in which social studies is being taught and learned (NCSS, 1994). The NCSS (1994) further points out that an effective way to engage students actively in "authentic problem-tackling or decision-making contexts" is to incorporate technology into the social studies classroom (p. 165).

In the fall of 2000, the National Council of Educational Statistics reported that 98% of public schools in the United States were connected to the Internet and the ratio of students to computers was a remarkable five to one (NCES, 2001). In 2004, the student to computer ratio in Pennsylvania was 3.3 computers to every student (Pennsylvania Department of Education, 2004). The same Pennsylvania survey indicated that 98% of teachers have access to the Internet (Pennsylvania Department of Education, 2004)

however, it remains unclear how many of these teachers have heard of or used digital historical resources. Regardless of the amount or quality of the materials available via the Internet, teachers are often left with questions about how to wade through the overwhelming amount of information available, how to access the historical documents and research which is available, what are some ways to incorporate these new resources into lesson plans and what are some ways to teach critical new digital resource skills effectively (Schrum, 2001).

From a single web page in 1991 to today's information super highway, the Internet has slowly made its way into K-12 classrooms. For the past 15 years the Internet has been promoted as a powerful instructional tool for the school classroom (Braun & Risinger, 1999; Cuban 2001; Friedman 2005; VanFossen 2001). One report to Congress summed up the potential of the Internet when it concluded that "the Internet offers education in places where there is none and extends resources where none exist...the Internet connects people, communities, and resources to support learning..." and it adds "graphics, sound, video, and interaction to give teachers and learners multiple paths for understanding" (Web-Based Education Commission, 2000, p. 3).

There are additional benefits of the Internet such as providing currency of information that is not possible from traditional sources, such as textbooks (Berson 1996; Friedman 2005; Martorella 1995; VanFossen, 2001). Today's students have the ability to access information about and make interpretations about a large number of social studies related subjects. For example students and teachers can access vast libraries of historical archives, historical museums, articles from newspapers and magazines, historical audio and video clips, and databases of information for use within the classroom (Braun &

Risinger 1999). When comparing it to more traditional print or text-based resources, the Internet requires discerning information quality, using criteria like accuracy, bias, authority and currency.

The Internet and other types of new technology can have a major impact on the teaching of history and social studies by increasing the amount of information available to students. Digital historical resources such as the National Archives, the American Memory Project from the Library of Congress, and the Valley of the Shadow Project provide primary sources related to many of the grade-level indicators listed in both the Pennsylvania state and national history standards.

Access to technology and the Internet continues to grow in schools across the state of Pennsylvania and the country (NCES, 2001). The Internet does have the benefit of its “ability to break down the classroom's physical limitations and expand students' experiences, development of students' inquiry and analytical skills and expanding student experiences with visual technologies” (VanFossen, 2001, p. 58). While these benefits support student learning, there are also numerous barriers which prevent the Internet from being truly integrated. Some of the barriers to effective implementation of Internet resources relate to the limited availability of technological resources; those requiring a change in teaching practices to one which includes the use of technology; lack of training and support; and limited time to properly implement digital resources. Digital historical resources are an exception in that they can break down many of these barriers especially when it comes to the teaching of the Civil War.

Definition of digital historical resources

The classroom use of digital historical resources provides a unique opportunity to enhance the quality and content of social studies and history instruction while removing many traditional instructional barriers associated with the Internet. Digital historical resources are a new and emerging technology that is transforming the way social studies and history content is being learned and taught (Friedman, 2005). These resources also provide social studies teachers and students with the ability to access a vast array of resources that have previously been unavailable to them especially when it comes to the topic of the Civil War.

While digital history is “the study of the past using a variety of electronically reproduced primary source texts, images, and artifacts as well as the constructed historical narratives, accounts, or presentations that result from digital historical inquiry” (Lee, 2002). In order to understand digital historical resources, it is critical to first define primary sources, digital resources and digital history. A primary source provides readers with the words of a witness to an event while leaving the interpretation up to the individual. Primary sources allow someone interested in researching a historical event the opportunity to analyze the event based on the account of the person who witnessed the event (Friedman, 2005). Digital resources are simply resources that have been converted to electronic format. Therefore digital historical resources are primary sources that have been digitized and are available in a hypertext format and are used in support of digital history (Bolick, 2002).

Many researchers advocate instructional approaches that engage students in the processes of doing history (Bolick, 2002; Diem 2000; Friedman 2005; Lee, 2001; Risinger, 2001; Swan & Hicks, in press; VanSledright 1995). This process includes

building historical knowledge through the use of primary sources, conducting historical inquiry, and encouraging students to think historically. As part of this process, students must be active learners, by seeking answers rather than waiting for them when engaging in the analysis of primary sources. The reason for this is that the process of engaging in historical thinking is more than simply absorbing information; instead it requires seeking out answers to questions (Friedman, 2005). While viewing a primary source, students will examine the historical document and then construct a narrative based on that document. Through the process of constructing this narrative, students have begun to develop inquiry skills that they will be able to use throughout their life (Wineburg, 2001). According to VanSledright (2002), children as young as seven and eight years old are capable of thinking historically.

Digital historical resources are now facilitating new methods for integrating primary source documents as well as the narratives which result from historical studies in the teaching of history (Lee & Molebash, 2004). However, although digital historical resources are a powerful resource, teachers have yet to fully embrace them out of fear or lack of knowledge about them. If teachers were to integrate digital historical resources into their instruction this fear would be replaced with excitement and ideas for greater implementation.

While it is certainly important for students to know and be able to recall history's basic tenets, instruction based on rote memorization only allows students to learn at the most basic level of Bloom's Taxonomy and does not promote higher order thinking skills. A growing body of research on the best practice of history instruction advocates teaching students the skills of historians (Friedman, 2005; Risinger, 2001; VanFossen

2001;VanSledright, 2002). This includes the investigation and interpretation of historical accounts and is referred to “doing” history (VanSledright, 2002). This process involves the inclusion of primary sources in the social studies curriculum; an approach that offers a method of teaching that has the potential to develop the higher order thinking skills of students and to allow students to gain a deeper understanding of history and historical processes. In a K-12 social studies class the use of primary sources would allow students to act like historians by engaging in historical thinking and experiencing history through examination and exploration (VanSledright, 2002). However, while recent research on the teaching and learning of social studies encourages the use of primary sources in order to teach students to think like historians, it remains unclear how social studies teachers obtain and utilize primary sources.

Importance of the study

In the past decade, there has been an increasing push to infuse technology into all levels of the K-12 curriculum (Cuban, 2001). Researchers studying the use of technology in the teaching and learning of history note that technology in general and the Internet in particular, offers a way to access difficult to find primary sources (Friedman, 2004; VanFossen & Shiveley, 2000; VanFossen, 2001; VanSledright 2002). However little of this research has investigated K-12 teachers’ use of primary sources, specifically digital primary sources. Much of the research has been conducted within higher education and not in K-12 public schools (Friedman, 2004). While a growing body of research is documenting the use of the Internet by teachers to find and use American history primary sources, a limited number of studies examine teachers use of primary sources in the teaching the Civil War and, more specifically, how they use technology when using

primary sources (Friedman, 2004; VanFossen 2001). Historically, it has been very difficult for teachers and students to access primary sources and digital historical resources were non-existent, however, this is no longer the case. Even though schools have made an enormous investment in the use of technology in the classroom, a number of barriers still exist among history teachers that result in low technology utilization rates (Berson, 1996; Friedman, 2004; VanFossen, 2001). Using digital historical resources in the teaching of the Civil War is especially important because these resources allow students to analyze and evaluate evidence while encouraging the development of their own conclusions as to why an event occurred.

The importance of technology to the preparation of citizens necessitates a deeper understanding of the ways technology is used in social studies classes. Currently, there is a limited amount of literature that shows how technology, in particular the Internet, is used in social studies classrooms (Berson 1996; Braun & Risinger, 1999; Diem, 2000; Friedman 2005; VanFossen 2001). In a review of literature on the effectiveness of technology in the social studies, Berson (1996) said that while “the potential impact of computers on the social studies seems immense...the extent to which this potential is being fully realized in the classroom has not been sufficiently explored” (p. 486). Four years later, Diem (2000) echoed this concern, stating that “studies that can substantiate the positive effects of technology in social studies classes as an instructional component are limited” (p. 497). A year later Vanfossen (2001) wrote “in spite of this perceived ‘fit’ with social studies education, little research has been directed toward the use of the Internet/WWW in social studies classrooms specifically” (p. 60). Finally, while there is little direct research on the number of teachers using digital historical resources in K-12

history and social studies classrooms, evidence suggests that their usage is limited (Friedman, 2004; VanFossen 2001).

To date, only a few similar studies and research documents indicating how digital historical resources are being used in social studies classrooms across the United States have been done (Berson & Baylta 2004; Friedman 2004; VanFossen 2001). While Friedman (2004) studied world history and geography teachers in Virginia, and Drinnon (2005) studied history teachers in Tennessee the manner in which K-12 teachers in Pennsylvania public schools integrate digital primary sources into their teaching of the American Civil War is not known. In light of this, additional research on the instructional uses of the Internet in the history classes that responds to the complexity of integrating digital historical resources into the classroom is needed. This study reflects attention to the factors that influence how and why Pennsylvania history teachers use digital historical resources as an instructional tool. As an exploration of how and why Pennsylvania history teachers use digital historical resources as an instructional tool, this study should increase understanding of Internet-supported learning experiences in social studies and history classes.

There is need for research that examines the reasons why history teachers choose to use or not use digital historical resources within their classrooms. This study also responds to the need for research that moves beyond identifying the types of digital historical resources used, to also showing the barriers to their implementation. It is safe to assume that the use of digital historical resources would most likely increase if the identified barriers that prevent teachers from integrating these resources were removed. In order for this to happen, the barriers must first be identified. Additionally, this study

will also look at the technology literacy skills that teachers have acquired via various training methods.

The current study has the potential to identify perceptions on technology use that can serve as a catalyst for understanding the use of digital historical resources not only in social studies and history classrooms but other curricular areas as well. By surveying K-12 history teachers, it is possible to see what factors that tended to encourage and discourage digital historical resource use in the American Civil War curriculum. This study will add to the established literature examining the integration of technology into schools, incorporation of digital history into K-12 social studies instruction in general, and American Civil War in particular

The study is significant because it will provide teachers, researchers, and historians an understanding of how digital historical resource technologies are being used in the teaching of the Civil War. Specifically, it will provide information about the percentage of teachers who are using such technologies, the factors influencing their use, and the barriers to implementation.

Research Questions

As is evident from the proceeding overview, of the utilization of digital historical resources, some aspects of their utilization and impact have begun to be examined while other areas remain relatively unstudied. For this reason, a series of research questions and research hypotheses will be created to better identify the utilization and barriers of their implementation. In instances where little to no empirical data currently exists, more general research questions will be created. In contrast, if existing data or theory can guide the research, more specific hypotheses will be utilized.

Currently the status of digital historical resources (DHRs) use in Pennsylvania social studies classrooms remains relatively unstudied. To assess the impact of digital historical resources (not simply technology) on the teaching of the American Civil War in K-12 classrooms in Pennsylvania the following research questions were posed:

1. What percentages of Pennsylvania's history teachers are aware of such resources for the teaching of the Civil War?
2. What is the frequency with which Pennsylvania history teachers employ one or more digital historical resources on a regular basis in the teaching of the Civil War?
3. What is the primary reason for history teachers taking the initiative to incorporate digital historical resources in social studies classrooms in Pennsylvania (The initiative choices are: teacher initiative, school district / school administrative initiative, to connect social studies curriculum to the Pennsylvania State History Standards, response to national social studies standards, and other initiatives not listed in the survey).
4. What are some of the barriers to the implementation of digital historical resources in the teaching of the Civil War?

Research Hypotheses

There will be seven major research hypotheses for this study and each hypothesis will have four sub-hypotheses. This study is based on the following hypotheses:

- There will be no statistically significant difference between males and females in the frequency of use of digital historical resources for the teaching of the Civil War.

- Teachers with fewer years of teaching experience will use DHR more than those with more experience in a statistically significant manner.
- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different sized schools.
- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different geographic locations.
- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different 9 week periods of the school year.
- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different grade levels.
- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers of different education levels.

Assumptions of the study

This study is based on the following assumptions:

- The schools in the sample are representative of Pennsylvania schools and allowed generalization to that population.
- The respondents of the sample provided accurate information to the survey questions posed.

Delimitations of the study

The results of this study were interpreted in relationship to the following delimitations:

- The findings of this study are subject to sampling errors.
- The findings of this study are generalized only to social studies programs of the state of Pennsylvania.
- The findings of this study are delimited to teachers in the south-central part of the Commonwealth of Pennsylvania who teach the Civil War.

Limitations of the study

- The results obtained from the questionnaire are dependent upon the reliability and validity of the instrument.
- Teacher resistance to the Internet is limited to the responses provided on my scale, had others been included then there may have been different results.
- Because the mailings must first go to a building principal prior to the teachers, some data may be lost because letters detailing the study never reach the teachers.

Summary

The inclusion of digital historical resources in K-12 history instruction has the ability to go beyond that which is being taught about the Civil War from a textbook, as they allow students to investigate and explore history, rather than memorize facts.

Simultaneously, the incorporation of technology, in particular the Internet, in schools has greatly enhanced the methods by which teachers acquire and make use of digital historical resources. Unfortunately, the majority of the research has focused on American history in higher education rather than history in K-12 public schools. This study is

designed to explore the beliefs and practices of Pennsylvania history teachers in terms of digital historical resources, the factors that encourage their use, and the barriers that inhibit their use.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

The purpose of this study will be to examine the beliefs and practices of K-12 history teachers in using digital historical resources as well as the barriers preventing the use of such resources for the teaching of the American Civil War. The review of literature contained within this chapter will focus on technology use in social studies classrooms, the use of digital historical resources in K-12 social studies classrooms, the practice of “doing history” and historical thinking, pedagogical methods employed by teachers when utilizing technology, barriers to implementing digital historical resources and digital historical resources for the teaching of the Civil War. By examining the literature in these areas, a foundation for determining what is presently known about teaching history and social studies with technology in general and with digital historical resources in particular provides the foundation for further research.

In order to understand how digital historical resources are being used in K-12 classrooms for the teaching and learning of the American Civil War it is important to first understand how computers and technology in general are being used in today’s social studies classrooms. Technology and social studies have had an unstable relationship with each other because while one side of the argument will push their potential benefits, the other side will be critical of its limitations.

Technology Use in Schools and for the Teaching of Social Studies

Student learning with computers / Internet resources

According to Friedman (2005), from the beginning with motion pictures, moving on to radio and television, progressing to microcomputers, educational software, static web pages, and finally to Internet sites that foster communication and interaction among students and teachers, these various technologies have been associated with promises that their use would change the way in which students learn and teachers teach. It is a leap to assume that just because these different technologies are located within the classroom that students and teachers are automatically using them to foster different ways of learning and gleaning information. Technologies such as the Internet do demand a more proactive approach from the student; he must research which sites to access, determine which sources are valid and which are not, and then compare information offered by the sites selected. Whitworth & Berson (2003) point out that the Internet provides students with the ability to obtain a vast amount of knowledge links while expanding their access to diverse populations and perspectives. This exposure allows students to become more active participants within our ever-changing world. The researchers caution that technology may become nothing more than a more sophisticated and expensive way for meeting the same goals as traditional methods. Therefore, while the Internet opens up the lines of communication to the world, teacher must still understand how to incorporate it into their teaching in order to maximize the benefits.

Motivating students to use technology, especially the Internet, does not appear to be a problem. A recent Internet use study (Hitlin & Rainie, 2005) of 1,100 teens showed that 87% of children between the ages of 12 and 17 use the Internet. The same study also indicated that 68% of all teens use the Internet at school which is a 45% increase over the

2001 findings from the same study. In addition to that, 88% of teens who are online believe that the Internet helps them to do better in school. Interestingly, 83% of parents of online teens agreed with that statement. This is encouraging and shows that the Internet can have a positive impact on student learning.

Educational stakeholders usually encourage technology use in K-12 classrooms for reasons such as making schools more productive and efficient, creating active, real-life learning experiences for students, and preparing youngsters to work in a technology-rich environment. According to Cuban, (2001) in 1981, there was one computer for every 125 students in U.S. schools. However, by 1991, there was one computer for every 18 students and by 2000 the ratio was one computer for every five students (Cuban, 2001). Throughout the late 1990s, the rate of computers with an Internet connection mirrored society; as computer becomes more ubiquitous in American households, they did in schools as well. The same trends can be found in schools throughout the state of Pennsylvania.

Computer / Internet usage in Pennsylvania Schools

Technology is one of the most significant tools available today to facilitate and support new models of teaching, learning, and meaningful assessment. Yet, according to the most recent Pennsylvania Technology Inventory survey (PaTI, 2008), student technology use is increasing throughout the state and school computer deployment is higher than it was in 2003. On average, three students must share one high-capacity computer in Pennsylvania classrooms.

Information from the PATI survey on the total number of computers, the types of computers, Internet connection, and how the Internet is being used provides some

interesting details. According to the 2008 survey, PaTI, there are nearly 658,000 computers located in schools throughout the Commonwealth of Pennsylvania. Of those computers, 467,000 are located in classrooms and computer labs. The report further indicates that 71.8% of the computers in schools are PC based as opposed to Macintosh. Ninety-eight percent of the school districts within the Commonwealth have at least a T1 connection to the Internet and 52% have access to Internet2. The 2008 PATI also shows that students regularly use technology to collect information via sources such as the World Wide Web, Online services, or CD- ROM-based reference software. Students also only occasionally use communicate/interact with others in the classroom/school/outside of school. This shows similar trends to VanFossen's Indiana study (2001) that while teachers in Pennsylvania have access to technology, they are not necessarily using it to its fullest potential.

According to the 2008 PATI Survey, 60% of administrators indicated that they either sometimes or its standard practice for them to track how teachers in each grade or subject area department use technology. Additionally, a majority of administrators indicated that they use technology as a tool during classroom observations. Finally, the survey showed that a majority of teachers or administrators collect data on student technology literacy. Eighty-five percent of administrators indicated that their academic learning standards or content standards specifically incorporate technology literacy and that those standards specifically incorporate 21st Century Skills (such as information literacy, visual literacy, self direction, etc.).

Additional findings from the 2008 PATI Survey include 75% of teachers agreed or strongly agreed that when designing lessons, they regularly think about whether technology could enhance teaching or student learning. Similarly, a majority of the teachers indicated that they are comfortable planning for class sessions that involve students using technology during instruction and that they regularly use technology to enhance learning within their classrooms.

Computers in Social Studies

How are computers used in the social studies classroom?

For more than two decades there has been a movement to increase the use of technology in all areas of the K-12 curriculum including social studies. Cuban (2001) reported that most students' use of classroom computers was peripheral to their primary instructional tasks and that students used computers in schools to complete assignments, play games, to explore CD-ROMS in order to find information, and conduct Internet searches. Students rarely used computers for primary instructional tasks such as participating in on-line curriculum and creating multimedia projects. Cuban's findings reinforce prior research that showed that the primary function of computers was to simply facilitate students' access to social studies content and thereby becoming simply another addition to a traditional classroom (Berson, 1996). However, advances in technology allow it to provide more functions for the social studies classroom than simply surfing for information through the Internet.

Teachers should be cautious of jumping on the technology bandwagon without some forethought. Mason, Berson, Diem, Hicks, Lee, and Dralle (2000) emphasized this point by pointing out that technology creates opportunities for learning social studies content in ways that are not possible in the traditional classroom and they caution against

using technology for technology's sake. Additionally, teachers must take into account whether or not technology is providing students with the ability to learn social studies in a more meaningful way or are learning in a manner that they could not without the assistance of technology.

Pye and Sullivan (2001) examined the effectiveness of computer-based instruction in middle-school social studies classrooms and showed that more than 73 percent of the teachers used one or more computer-based instructional strategies on a regular basis. They further learned that 53 percent of the teachers indicated that the Internet was used on a regular basis as the main form of computer-based instruction. The researchers also learned that the primary reason teachers integrate computer-based instruction in the classroom is due to a school district/school administrative initiative. Finally, based on Pye and Sullivan's study, there is an increase in student enthusiasm for learning social studies and positive effect on the classroom environment occurs when computer-based instruction is regularly used in the social studies classroom. These findings are significant because it shows that when districts require teachers to use technology, there can be a positive impact on the teaching and learning of social studies.

How the Internet and Internet resources are used in social studies classrooms

In terms of accessing online resources, VanFossen (2001), showed that the primary use of the Internet by social studies teachers is for information gathering and that teachers rarely engage students in activities that use the Internet in ways that capture its benefits. He concluded that this lack of use is due to a lack of training and the teachers' limited knowledge on how to integrate the Internet into the curriculum. VanFossen's research supports prior research by Berson (1996) who stated that while research

continues to suggest that despite the potential benefits of the Internet, many social studies teachers rarely utilize these tools. Similarly, Berson, Cruz, Duplass, and Johnston (2001) believe that mastering the Internet and its resources will greatly enhance the quality of learning within social studies classrooms. Berson et al.(2001) further state that literature on the integration of technology into the social studies classroom supports the use of the Internet with its vast array of sources; the power to provide multiple perspectives on a given topic; and its capacity to connect individuals and groups on a global perspective. This is important because it requires teachers and students to fully understand the importance of evaluating information when they are navigating, participating, and interacting with others on the web (Berson, et al. 2001; Mason, et al. 2000). In addition to that, if social studies teachers are properly trained in the uses of the Internet, then they would be better equipped to integrate digital historical resources into their classrooms.

Because the Internet incorporates multiple sources of text, still images, video and audio it has the ability to engage students in the content while reaching various learning styles. Molebash and Dodge (2003) noted that social studies classrooms have an opportunity to use resources found on the World Wide Web to engage students at higher levels of thinking. Such activities enhance skills, such as analysis, synthesis, and evaluation, which support inquiry-oriented learning. Similarly, Cantu (1999) suggested that using the Internet works well with teaching strategies in the history classroom that incorporate Howard Gardner's theory of Multiple Intelligences. Cantu further suggests that certain digital historical resources provide access to information and learning experiences while serving as pedagogical platforms for multiple intelligence lessons.

These lessons support verbal linguistic and interpersonal intelligences through the use of email, chat rooms and web sites.

As previously stated, most, if not all teachers are familiar with the Internet. The Internet opens up the world to students and teachers with vast amounts of information that they can access from their own computer allowing for instruction to be individualized as each student can study different original resources (Friedman, 2005). In 1998, 89% of K-12 schools in the United States had Internet access, and 51% of K-12 classrooms were wired. In 2003, 100% of all public schools in the United States reported having Internet access. In addition, 93% of all K-12 public school classrooms in the United States reported having some type of Internet access in 2003, and 95% of these classrooms reported having broadband access. Most importantly, however, the ratio of public school students to instructional computers with access to the Internet fell from 12.2 students in 1998 to 4.4 students in 2003 (Parsad & Jones, 2005). However, the important question that remains unanswered is how the Internet is being used in social studies classrooms.

In a study of secondary social studies teachers in Indiana, VanFossen (2001) discovered that although almost every teacher in his survey (95.8%) had access to the Internet in their schools, the overwhelming majority used the Internet for little more than collecting information, and almost half of the teachers surveyed were “low-frequency users” of the Internet. Additionally, VanFossen’s found:

- Teachers felt relatively comfortable using the Internet when compared with other computer technology.

- Building level access to Internet was nearly ubiquitous and access at the classroom level was surprisingly high.
- Teachers used the Internet to supplement lessons they already taught, to gather background information for future lessons and encouraged their students to do the same (VanFossen, 2001).

Similarly, Becker (1999) found that the younger the age of a teacher, the more likely the teacher was to use the Internet. He attributed his findings to younger teachers' comfort as a result of growing up with ever-changing computer technologies. This information is cause for concern because even though the teachers had access to the Internet, they were not using it to its fullest potential for the improvement of teaching and learning of social studies. This lack of implementation of the Internet could be related to a lack of professional development on the potentials of the Internet.

According to the 2008 PATI Survey, 35% of administrators indicated that data are being collected to determine if technology is impacting student achievement in Social Studies while 34% of them indicated that technology is positively affecting student achievement. When asked about what role technology plays in teachers' strategies for building student skill or proficiency in social studies, 80% indicated only a small part or that technology is not used for building skills in this content area. Additionally, a majority of teachers and administrators indicated that students rarely or never communicate with experts, solve real-world problems, use the Internet to collaborate with students in or beyond their school, visually represent or investigate concepts or use digital tools and peripheral devices to enhance their learning or school work. Furthermore, the

PATI Survey showed that a majority of the respondents never use videoconferencing, web casting or take virtual field trips.

Use of Digital Historical Resources in K-12 Social Studies Classrooms

Major benefits to social studies teachers who integrate technology to support constructivism in the social studies include the ability to obtain relevant information in the form of documents, photographs, transcripts, video, and audio clips; the capability of providing virtual experiences that otherwise would not be possible; and the opportunities for students to examine a variety of viewpoints so they can construct their own knowledge of various social studies topics (Rice & Wilson 1999). In order for digital historical resources and digital resource centers to be pedagogically effective online resources, they should make extensive use of visual aides, symbols, various images, and text (Lee, 2002). Lee also states that websites should promote active engagement and constructive understanding and the resources on sites with historical materials should be nonlinear, flexible, focused, as well as relevant to the interpretation of the resources.

Based on constructivist learning theory, knowledge develops holistically, rather than through rote memorization of facts (Bransford, Brown, & Cocking, 2000). Students will learn by making connections between new knowledge and one's own authentic personal experience. The social studies curriculum is well suited for a constructivist learning approach that empowers students to ask their own questions and seek their own answers. By incorporating digital historical resources into their instruction, teachers have the opportunity to shift the focus of history content from a teacher-centered transmission model to a model that encourages student's inquiry. This new method of inquiry should

focus on real-life historical problems that will not only increase our understanding of the past but also improve students' ability to live in the present while progressing towards the future. Digital historical resources, regardless of type, are beneficial for the teaching and learning of history because they promote actively investigating history, which requires students to investigate and analyze various, often conflicting, sources and the development of conclusions (Friedman, 2004).

Barriers to implementation of digital historical resources

While technology use in the social studies classroom continues to rise, there are also numerous barriers to prevent it from being truly integrated. Some of the barriers to effective implementation of technology are related to the limited availability of technological resources; those requiring a change in teaching practices to one which includes the use of technology; lack of training and support; and limited access to hardware and software. Social studies teachers can be empowered through technology to break down the barriers of the classroom and collaborate with peers and experts not only locally, but also nationally, and globally.

Research has shown that barriers to implementing technology can be grouped into four categories. Zenanko, King, & Nelson (1996) surveyed 107 teachers and determined that nearly two-thirds of respondents had never employed the Internet within their classroom. According to the study, there are three main reasons for the lack of implementation: (1) lack of access to the Internet within classrooms, (2) lack of adequate training and (3) limited resources for planning to use the Internet within the classroom. Similarly, Keiper, Harwood, and Laron (2000) found that teachers listed lack of appropriate hardware and software, lack of adequate training, long-term support and lack

of time as barriers to implementation. They further reported that classroom issues such as the quantity of computers, age of hardware and software, and Internet connectivity would be influences beyond their control. Related to this, Cantor, Desberg, Hembacher, and Mach, (2003), indicates that teachers see lack of access to computers, apprehension about appearing unskilled in front of students, and fear of equipment failure as obstacles to technology integration. The aforementioned research shows that barriers to technology implementation in social studies can be grouped into four categories: 1) pedagogical 2) technological 3) curricular and 4) technology literacy.

Pedagogical barriers

Pedagogical barriers are related to teaching methods that ultimately have an impact on using technology within the classroom. Berson (1996) stated that while some educators have been fascinated by the potential of technology to enhance teaching and learning, many schools have lagged behind in assimilating technology into instruction. Berson also feels that several researchers have doubts about whether or not technology will ever impact social studies instruction and that many social studies teachers are apprehensive about modifying instruction to incorporate technology. Similarly, once teachers decide to integrate technology into their social studies classrooms, they need to obtain a greater understanding of how and why current and emerging technological tools can be effectively used in the teaching and learning of social studies (Doolittle & Hicks, 2003). This apprehension and misunderstanding of the impact that technology can have in the social studies classroom should be able to be overcome through effective professional development.

One of the main pedagogical barriers to implementing technology is the perceived amount of time required to implement a technology based lesson. According to Berson (2004), the “effective implementation of computers has been adversely affected by the extensive time required for social studies educators to reconceptualize their instructional repertoire to integrate technology” (p 146). For example, Becker (1999) showed that teachers have little or no time for planning of effective integration of technology into their daily teaching process, while Rose & Fernlund (1997) similarly stated that technology-based instruction requires planning, meaningful decisions on hardware and software, and correlating the instruction to curriculum standards and student abilities. Additionally, Cuban, Kirkpatrick, & Peck (2001) point out that even in schools where technology is available, many teachers do not integrate technology into their instruction, indicating that teachers have insufficient time to locate and evaluate software and resources. Finally, teachers must not only learn how to use the new technology, but also spend time exploring the digital archives in order to learn what they hold and consider what students can learn from them (Bass, 1997). Implementing technology into the classroom takes time and while the initial time to research and obtain Internet resources may be lengthy, the long-term benefits to students should outweigh the negatives.

The mere presence of technology in the classroom does not automatically inspire teachers to rethink their teaching; years of service may also have an impact on technology use in the classroom. Harris (2000) found that of 133 classroom teachers in a Chicago High School, almost all teachers with one to ten years of experience used a computer for personal or school use. Harris’ study further found that teachers with 31-35 years of experience represented the largest group of non-users.

Berson & Baylta (2004) stated that there will never be a change in pedagogical style until there is training of social studies teachers with technology such that it provides the necessary framework for integrating technology with instructional practices to improve teaching and learning. Traditional training on using the Internet in the classroom fails to focus on pedagogical knowledge (Berson & Baylta, 2004). In other words, teachers must have a need for ways to use the Internet in meaningful ways in the classroom in order to effectively plan for using the Internet in the classroom.

Technological barriers

Technological barriers are those barriers directly related to the technology itself. Teachers must have access to functional computers, appropriate software and a reliable Internet connection before any expectation of integration will take place. Specifically, Lee, Doolittle, and Hicks (2006) found that teachers would be more likely to use digital historical resources if more Internet accessible computers were available either in the classroom or the school. If a teacher is faced with unreliable technology, they will simply give up attempting to integrate it into their instruction.

Another reason for the limited amount of technology integration in the social studies classroom is the lack of technical support (Cuban, 2001; Diem, 2000). This is important because teachers who are supported: 1) are less likely to feel threatened and will develop a more positive attitude toward using technology; and 2) are more likely to become proficient users of technology in the classroom (Diem, 2000). Clearly it is essential to provide teachers with additional support as they are planning lessons that integrate technology because teachers will not integrate technology into their curriculum overnight. This integration process is a gradual one that takes place in stages and one in which teachers are consulted regarding their individual needs at each of the stages.

Another barrier that is particular to the social studies curriculum is that many websites, although they contain factually accurate information, are difficult or confusing to navigate. These websites were not necessarily designed with K-12 educators or students in mind, and lacked what Lee and Clarke (2003) refer to as a pedagogical interface. Lee and Clarke (2003) examined a high school social studies class in which students used Internet websites in order to evaluate various primary sources and interpret information and they concluded that 78% of students reported having some type of problem with the websites. The most common problem was related to the overall design of the websites while other problems included difficulty navigating the sites, searching for information, and if an appropriate document was found, reading and understanding the language it contained. In addition, Scott and O'Sullivan (2000) showed that high school social studies students understand that they need to be critical consumers of information available on the Internet, as some web sites may be "unreliable" (p. 123). These findings also support the pedagogical barrier of the amount of time required to implement technology because teachers and students must evaluate the content of a website.

Curricular Barriers

Curricular barriers refer to influences on what is actually being taught within the classroom. Such influences may include school or district policies, state and national standards, and time restraints. Often there is a lack of a standard curriculum, a curriculum is created and then forgotten or ignored, and a curriculum could be outdated, or improperly designed. Depending on when the curriculum was developed, it may not align to state standards or may not address all of the required state standards. In addition

to these classroom barriers there are also numerous controversial issues within the social studies content intersecting with school, community and teacher apprehension about how a particular topic should be covered (Ehman, 2002). Another curricular challenge is the increasing amount of history standards and requirements within the K-12 curriculum. These new standards are forcing teachers to cover additional material within a limited amount of time (Gallicchio, Hofer & Swan, 2006). These curricular barriers can also change from year to year depending upon local, state and national policies.

Materials that are standard and traditional within the social studies curriculum, such as textbooks and worksheets, combined with traditional pedagogical techniques such as lecturing, “chalk and talk,” and deskwork, are all potential barriers for students, because these methods limit student engagement, critical thinking and learning. In addition to traditional approaches to teaching social studies, the integration of the Internet may also be present problems for some students and therefore must be thoroughly considered before adopting (Rose & Meyer, 2002). In today’s classrooms, students view the Internet as a learning tool (Hitlin & Rainie, 2005). However, not all teachers take advantage of this tool and there are various reasons for this lack of integration. Even when the appropriate technology is available to them, it is not a definite that teachers will utilize the Internet to its full capability.

The Internet has made virtually every major historical document available to all students (Ayers, 1999). Still, access to all of these resources is not without some barriers to successful implementation. With proper planning, time, professional development and instruction, these digital historical resources are a vast improvement of over traditional non-digital resources (Ayers, 1999). Additionally, Lee, Doolittle, and Hicks (2006)

stated that teachers would be more likely to use digital historical resources if additional time was devoted to the study of historical documents within the curriculum and if there were fewer standards and standardized tests. The researchers also found that teachers feel that the Internet is a “valuable tool for accessing previously unattainable sources and making source comparisons and that the variety of sources available provide for rich historical experiences but at the cost of increased class preparation time “ (p. 298). Additionally just under half of the teachers surveyed stated they often or very often used the Internet to locate and identify web sites for student use. Simply stated, given adequate time, history teachers would be inclined to use digital historical resources in their instruction.

Technology Literacy Barriers

VanFossen’s (2001) study of Indiana state teachers’ determined that the single greatest barrier to implementing the Internet was a lack of training on how to effectively incorporate technology into the social studies classroom. According to this study, other barriers to integration include comfort levels with various computer applications, fear of students accessing inappropriate material and inaccurate information found on the Internet. Finally, VanFossen’s research described that when teachers encounter technical or logistical issues, more often than not they lack the proper training to resolve the issue while training based on the Internet fails to focus on the ability to use the Internet with students in meaningful ways

The required shift in pedagogical style and perspective will only be accomplished by modifications in the training of social studies teachers with technology that provides a framework for integrating it with instructional practices to improve teaching and learning

(Berson & Balya, 2004). Teachers must not simply acquire skills that make them proficient at using technology, but also learn how to use technology to make their teaching better than it would be without it (Mason, et al., 2000). According to Berson (2004), social studies teachers require in-depth, sustained assistance as they strive to integrate technology into the curriculum while confronting the conflicts between traditional and new pedagogical methods that make extensive use of technology. Teachers must not simply acquire skills that make them proficient at using technology, but also learn how to use technology to make their teaching better.

Primary Sources

The traditional use of primary sources has been reserved only for those who had access to these sources such as historians while students in history and social studies classrooms were required to memorize these historians' findings as facts. With the introduction of the Internet into the classroom, primary sources are now freely available to students and have opened possibilities for students to learn history in a similar manner as it is practiced by historians (Friedman, 2005; Lee, Doolittle &, Hicks 2006; Risinger, 2001; VanSledright, 2001). Since the mid-1990s, there has been a vast increase in the amount of primary source materials available on the Internet (Friedman 2005; Friedman & Hicks 2006; Warren, 2001) and the majority of teachers have access to the Internet in their school or classroom especially in Pennsylvania (PATI, 2008; VanFossen & Shiveley, 2000;).

One advantage to using primary sources and inquiry-based learning is that it allows students in social studies classes to engage in critical thinking skills. When students are simply reading and memorizing the contents of a textbook, there is little to

no critical thinking taking place because the textbook authors have already completed most of the critical thinking. According to Bass (1997), when students analyze primary source documents, they use a structured process of inquiry which is important in creating student interest in history while also creating an understanding of the ways in which scholars engage in processes such as research, analysis and interpretation. Researchers in the area of history education promote instructional strategies that encourage students to engage in “doing history”, including the building of historical knowledge by using primary sources, performing historical inquiry, and encouraging students to place these resources historically (Levstik & Barton, 2001; Swan 2004; VanSledright, 2002).

The national standards for social studies and history also see the importance of incorporating primary sources into instruction. The "Time, Continuity and Change" thematic strand from the NCSS Curriculum Standards for Social Studies state that students should be able to "identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others" (NCSS 1994, p. 34). While the National Standards for History also describes how students can use different types of primary sources for inquiries into topics in history (National Center for History in the Schools, 1994). Specifically, The 1994 National Standards for United States History state that: “perhaps no aspect of historical thinking is as exciting to students or as productive of their growth as historical thinkers as ‘doing history’ by directly encountering historical documents, eyewitness accounts, letters, diaries, artifacts, [and] photos.” (National Center for History in the Schools, 1994) By introducing primary sources in the classroom, students can question, explore, research, and draw links to the distant past in a fresh and creative way.

There is increasing research that has examined the use of primary sources in the K-12 classroom while focusing on teaching students historical thinking skills (Drinnon, 2005; Friedman 2004; Swan 2004; VanFossen 2001). VanSledright (2002) confirms this as he argues that students possess the ability to analyze and interpret primary sources in order to make meaning of historical events. The 2001 National Assessment of Educational Progress in United States History found that 87% of students in the 4th grade and 70% of students in the 8th grade and 77% of students in the 12th grade used primary source documents once a month or less (NCES, 2002). With the increase in the availability of online resources and the Internet, these figures are sure to have increased since this study was released.

The Library of Congress (2002), identifies five categories of primary sources: artifacts, documents oral histories, sounds, and visuals.

- Artifacts – are diverse objects that have survived the past-in some cases from thousands of years ago. They provide us with a glimpse into the lives of those who created them and an opportunity to consider the technology, tools, and materials available through time. They also provide us with concrete evidence of advances in technology and of the changes that occur over time.
- Documents – there are two types of documents: published and unpublished. Published documents are created for large audiences and wide distribution, and may include books, magazines, newspapers, reports, advertisements, sheet music, posters, pamphlets, manuscripts and ordinances, while unpublished documents, seldom meant to be read by the public, include personal letters

and diaries, journals, wills, deeds, financial letters, meeting minutes, census data, family Bibles, court records, voter lists and classified documents.

- Oral histories – the cultural or historical information passed from generation to generation through the spoken word and are often interspersed with songs and narratives. Oral traditions are particularly important for learning the history of minority groups, who were excluded from mainstream publication or did not leave behind written sources.
- Sounds – or audio recordings, include interview, music, popular lyrics, famous political speeches, and broadcasts from radio or television. Examples of recording collections include band music from the Civil War, regional ethnic and folk culture music, entertainment from the days of vaudeville to the early days of radio and motion pictures.
- Visuals – or images, depict a culture at specific moments in history showing its customs, styles, work, play, and manner of observing special occasions. Visuals capture moments in time, showing changes in cultures and customs. Visuals include photographs, films, paintings, and other types of artwork.

In order for teachers to effectively integrate digital historical resources into their teaching, they must first be considered as a viable resource in the teaching of the Civil War. One possible explanation as to why digital historical resources are currently not being used by teachers could be that many teachers prefer traditional pedagogical methods to using these new technologies. As part of their survey of 104 high school high school teachers, Lee, Doolittle & Hicks (2006) determined that less than half of the teachers use historical primary sources within their classrooms more than once a week

while 26 percent of the respondents used them only a few times per year. In terms of where teachers obtain their primary resources, an overwhelming majority use textbooks and the Internet while others used books with primary sources or other resource packets. According to these researchers, teachers only use primary sources on an occasional basis and that they primarily obtain these resources from textbooks and the Internet. In terms of the types of resources the study showed that two-thirds of the teachers frequently used both digital and non-digital historical texts and images. However, use of non-digital resources such as historical texts, images and videos outweighed digital resources use. Lee, Doolittle & Hicks (2006) further showed that primary reasons students should read and analyze historical primary sources is for the creation of a context for the development of historical thinking skills, providing a sense of the conditions for the period being studied, and understanding the relevant facts and concepts that go along with historical understanding.

Digital Resource Centers

There are numerous online libraries of digital archives that offer a vast array of primary sources that allow exploration and interpretation of the past. These primary sources are different however, in that they are not touched or felt but displayed on a computer screen in an electronic format (Friedman, 2005). These online libraries are often referred to as digital resource centers (DRC). According to Molebash (2002), DRCs contain various types of primary sources in digital format, such as personal letters and diaries, articles from newspapers, various types of records, photographs and images, as well as audio and video files. Digital primary sources that are available via a DRC make it possible for students to uncover details of the past while engaging in historical thinking

(Tally, 1996). These libraries can have resources on a topic ranging from a single event such as the Civil War to the entire history of the United States.

Digital historical resources are usually stored within digital resource centers that promote their use on the Internet. Rosenzweig (2001), has demonstrated that both professional and amateur historians are developing these Internet collections at amazing rates. One of the most comprehensive digital resource centers is the Library of Congress's (2003) American Memory collection which houses millions of documents within hundreds of different collections. According to *The Center for Technology and Teacher Education* at the University of Virginia (2004) a digital resource center is defined as Internet based academic collections that include the following elements:

- The resources have the potential of transforming university teaching and learning
- The resources can stand the test of peer review
- Each center has a connection to K-12 education
- The products are relevant for K-12 education.

Lee, Doolittle, and Hicks (2006) found that the vast majority of teachers surveyed were not familiar with either Library of Congress' *American Memory* site nor the University of Virginia's *Valley of the Shadow* site and had therefore never even used the sites as part of their instruction. In contrast to not using DRCs at all, Lee (2001) showed that while participants, pre-service social studies teachers, utilized a DRC for developing lessons that contained inquiry activities in which the goal was for students to reach their own conclusions by examining different documents. Some pre-service teachers did not allow students to have unrestricted access to documents about controversial or potentially

inflammatory issues such as race and slavery. Rather than deny students access to these types of documents, many teachers chose to “mediate” their experiences by having them examine what were perceived to be controversial documents within a certain context or with prior warning (Lee, 2001).

Digital History

Recent research into the teaching and learning of history advocates that instructional approaches should engage students in the process of digital history, including the building of historical knowledge through the use of primary sources, conducting historical inquiry, and encouraging students to think historically (Friedman 2005; Swan 2004). According to Lee (2002), digital history is when students study the past using various electronic primary resources (digital historical resources) such as texts, artifacts, first-person accounts, historical narratives and images that are the result of digital historical inquiry. While Rosenzweig’s (2001) research indicated that digital historical resources have primarily been used at the collegiate and university level where instructors will integrate these resources in order to facilitate student historical research with primary source documents, the process of digital history has yet to be fully realized within the K-12 social studies classroom. However, researchers have found that the integration of Internet-based resources into the history classroom does promote student inquiry (Friedman, 2005; Lee, 2002; VanFossen, 2001; Whitworth & Berson, 2003). In contrast however, other researchers suggest that student engagement in the process of historical inquiry is the most meaningful way to use digital historical resources (Berson, Lee, Stuckart, 2001; Doolittle & Hicks, 2003; Mason et al, 2000; Milson, 2002; Saye & Brush, 1999; Shiveley & Van Fossen, 2001; Trinkle, 1998). In order for students to

engage in digital history, then the teacher must understand what the process of digital history entails, know where to obtain resources and have sufficient time to implement a lesson.

According to VanHover & Yeager (2004), the actual practice of “doing” digital history requires showing students how to analyze a piece of historical evidence, to consider its context and perspective, and to consider more than what is written and to examine the author's intentions, motives, plans, and purposes. Prior to having students “do history” in this manner, teachers must also have a deep understanding of what history is and how the historical inquiry process is conducted. The National Standards for History (1994) describes historical inquiry as a process that involves chronological thinking, historical comprehension, historical analysis and interpretation, historical research, issues-analysis, and decision-making.

While Lee and Clark (2003) indicated that the research literature on the uses of various digital historical resources within the history classroom is limited, it also connects with research on the learning of history and historical thinking. Trinkle (1999) surveyed 485 college and university professors and determined that nearly half of them required students to use online resources such as digital historical resources, for their historical research. In contrast, research by Becker and Miel (2000) indicated that based on a national survey of over 4,000 K-12 teachers that fewer than 20% of social studies teachers actively use computer technology. This is supported by a 2002 national survey of high school social studies teachers that found that just over 50% of teachers stated that they used digital historical resources less than once a month or not at all (Lee & Hicks, 2003). Additional evidence of the limited K-12 use of digital historical

resources is shown in the 2001 U.S. History Nation's Report Card from the National Center for Education Statistics report (2002), which showed that 58% of high school history students in public and private schools rarely or never use computers. If the students are not using the computer in the history classroom, then are not accessing any digital historical resources.

Digital Historical Inquiry

At the most basic level, digital historical inquiry is a process that combines digital history and inquiry learning. Molebash, Hicks and Lee (2002) defined digital historical inquiry as the process of taking advantage of current technologies in order to support the learning of history while stressing the development of inquiry, perspective taking and meaning making over the traditional methods of learning such as textbook-driven lecture. Molebash, et al. (2002) further state that when students are engaged in digital historical inquiry, they are working like historians by offering their own interpretations of various digital historical resources and in essence "doing history." This method of instruction, allowing students to think historically, changes the learning environment from a teacher-centered model to one in which students are creating and discovering their own knowledge.

Milman and Heineke (2000) described how undergraduate American history students were using digital historical resources and digital historical inquiry while they were also engaged in historical thinking. Furthermore, the students who participated in a course that incorporated digital historical inquiry, where students were "doing history" rather than listening to lecture, had a more positive learning experience. The researchers further state that by engaging in the process of digital historical inquiry, the students

could think historically while they interpreted various digital primary resources and constructed their own narrative. Simultaneously, the professor's instructional delivery method changed from the disseminator of knowledge to more of a guide. This "guide on the side" role allowed the professor to work with students in order to assist them with deciding what knowledge was important to create.

Pedagogical Concerns with Digital Historical Resources

Pedagogy is the strategies, techniques, and approaches that teachers can use to facilitate learning. This is important to understand because of the ways technology can impact both the teaching and learning process. Typical instructional approaches utilized in social studies classes emphasize ability-related activities such as memorization and rote learning (Martorella, 1997). Meaningful education involves students not as passive recipients of knowledge dispensed by the teacher, but as active contributors to the learning process. One of the key elements in this type of pedagogy is the importance of student discussion and interaction with the instructor and with each other, which provides opportunities for students to articulate, exchange, and deepen their learning (Bass, 1997). This is due in part because past research has shown that social studies instruction has generally focused on teacher lecture, memorization of facts, passive learning, and a textbook (Shaver, et. al, 1979). This criticism is reinforced by Hope (1996) who states that social studies is the subject that students love to hate and attributes this to the fact that the social studies curriculum is still subject centered and is delivered primarily via lecture, recitation, and reading a textbook. In contrast, technology facilitates the development of decision-making and problem-solving, data processing, and communication skills (NCSS, 1994). In order for students to become truly engaged in the

history classroom, teacher must be willing to modify their teaching style to one that incorporates technology.

The phrase “sage on the stage” is often associated with whole-class instruction centered on lecture and telling students what to think and what to learn. However, effective teachers are usually in the role of facilitator or “guide on the side,” wherein they scaffold information, promote student thinking while encouraging them to discuss important issues. Digital historical resources can have enormous implications for social studies pedagogy, and consequently, teachers will need to transform traditional approaches to curriculum in order to exercise their full potential. By incorporating digital historical resources into their instruction, teachers will become facilitators of knowledge, helping students construct meaning from the multitude of perspectives that the Internet introduces. According to VanHover & Yeager (2004), research-based pedagogical approaches that foster the development of historical thinking include the following: the use of primary source documents, historical empathy exercises, development of critical thinking skills, and conducting historical inquiry and research. If students are to be able to think historically then their teachers must possess the ability to teach historical thinking skills (VanSledright, 2002). The role of the teacher should not be one of a “sage on the stage,” where the teacher doles out endless facts, but should instead be a “guide on the side,” where they help students draw their own conclusions.

The challenge in preparing social studies teachers to use technology begins by highlighting how technology can be used to encourage inquiry, perspective taking, and meaning making and thus facilitate civic learning, and action (Cogan, Grossman, & Lee, 2000). This begins with demonstrating the power of technology to support specific social

studies activities and projects that together center on the development of children's "(a) personal civic beliefs, (b) capacity for social and public actions, (c) ties to their localities and the world outside, and (d) awareness of past present and future" (Cogan et al, 2000, p. 50). On the other hand, Diem (1999) suggested that the challenge for the social studies teacher is to find out ways to incorporate these new tools and techniques in a manner that expands student understanding while sharpening the students' technology skills. Crocco (2001), opined that one of the chief values of technology lies in providing the flexibility and leverage to moving social studies from a passive, teacher-centered approach that emphasizes rote memorization toward more active forms of student learning. Advocates of integrating technology into social studies suggest that it will change the role of the teacher. If information is changing, the tools are changing, the students are changing, and the society is changing, then surely teachers must also change (Swan, 2004). However, this change can only occur through effective and sustained professional development.

Teachers can only begin to integrate technology into their classrooms if they have a greater understanding of why and how current and emerging technological tools can be effectively used in the teaching and learning of social studies. According to Doolittle & Hicks (2003), "the import of establishing a clear philosophical and theoretical foundation for the implementation of Internet technology in the social studies lies in the need for effective, robust, and flexible pedagogy. A philosophical and theoretical foundation provides answers to the questions of *why* and *how* specific pedagogy, including the application of technology, should be employed" (p. 5).

The pedagogical implications for using digital historical resources are very different than what might be possible with traditional print based materials. The

availability of these new resources and methods make for a unique and powerful opportunity to shift the focus of history and social studies instruction from a teacher-centered transmission model to a model that encourages student's inquiry. These new forms of inquiry must focus on genuine historical problems whose consideration will enhance not only our understanding of the past but our ability to negotiate the present and progress into the future. In order to ensure this progress, digital historical resources must adhere to the academic demands of historians as well as the pedagogical demands of teachers (Lee, 2002). Many of the popular digital resource centers, such as the Library of Congress, provide special sections of their websites specifically targeted for educators. This helps reduce the pedagogical demands on teachers by focusing their research and providing them with ideas for incorporating the available resources into the classroom.

The availability of these new resources and methods make for a unique and powerful opportunity to shift the focus of history and social studies instruction from a teacher-centered transmission model to a model that encourages student's inquiry. These new forms of inquiry must focus on genuine historical problems whose consideration will enhance not only our understanding of the past but our ability to negotiate the present and progress into the future. In order to ensure this progress, digital historical resources must adhere to the academic demands of historians as well as the pedagogical demands of teachers (Lee, 2002). Through the use of technology, in particular the Internet, students are able to communicate with students in other countries in order to gain insights into remote cultures and the classroom becomes increasingly student-centered where the teacher acts more as a “guide on the side.” This promotes a new pedagogy of moving the teaching of social studies away from a passive, teacher-centered approach that

emphasizes recall and memorization toward a more active student-centered form of learning.

As more and more teachers utilize digital historical resources in history classrooms, such as assigning online projects in addition to traditional ones, there is also an increasing interest in making student work available for fellow students, families and communities, and as models for other teachers (Schrum, 2001). With today's technology, students and teachers are able to use the Internet to collaborate with other students not only within their own classroom but with students in classrooms around the world. Student projects can be shared using weblogs (also known as blogs), wikis, and podcasts thus allowing students to collaborate on a global scale. Experts on the topics such as the Civil War are but a mouse click away or students can tour Civil War battlefields from thousands of miles away all from the comfort of their classroom.

Research in educational technology consistently reveals that teachers and teacher-educators experience difficulty conceptualizing the nature of meaningful technological integration and struggle to incorporate technology into their teaching (VanFosessen, 2001; VanSledright, 2002; Berson, 1996). Historically, social studies educators tend to utilize the same pedagogical approaches—textbook and lecture—regardless of the technology (Anderson & Becker, 2001). Classroom teachers and teacher educators must be involved in professional development opportunities that teach them not only how to use the technology, but allow them to explore how technology can transform their teaching. Perhaps future social studies teachers are the ones who need to be learning how technology can transform teaching and learning. (Mason, et al., 2000) have identified five principles that serve as a guide for the appropriate infusion of technology in social studies

teacher preparation programs: (1) extend learning beyond what could be done without technology; (2) introduce technology in context; (3) include opportunities for students to study relationships among science, knowledge, and society; (4) foster the development of the skills, knowledge, and participation as good citizens in a democratic society; and (5) contribute to the research and evaluation of social studies and technology. It remains unclear however, whether the technology drives pedagogy or does pedagogy drive technology. Similarly, how will technology impact classroom management, instruction, and cultural factors such as Internet safety? Finally how will teachers ensure that students understand technology's role in the learning process. These questions are important because many researchers feel that social studies teachers have failed to obtain new teaching strategies that incorporate constructivist teaching that utilize a more student-centered approach using different perspectives and critical thinking skills.

Digital historical resources in teaching of the American Civil War

In the first chapter a primary resource was described as a source that provides the narrative of a witness to an event while leaving the interpretation up to an individual. Primary sources can be effective tools in the teaching of the Civil War because they help students to grasp historical concepts (VanFossen & Shiveley, 2000). Primary source documents are the raw materials for historical research and provide students with an insight into the past while providing an opportunity to interact with real individuals and problems. Until recently, history teachers have had minimal access to these resources except in the form of photographs located within secondary sources, such as textbooks, encyclopedias, or a local collection. The Internet provides students and teachers the ability to view materials related to the Civil War that were not previously available to

them such as interactive maps, hand-written diary accounts, photographs, newspaper accounts and official records. However, in order to successfully find and evaluate primary sources, students must be motivated to seek out these resources and teachers must be able to provide them with guidance on how to correctly evaluate each resource (Friedman, 2004). This requires that the teachers have a good understanding of how to evaluate these resources as well.

Digital historical resources are the electronic versions of primary sources that are located on the Internet. While digital history is the practice of history through the use of various electronic resources such as digital primary sources (Friedman, 2004). The increasing popularity of digital history resources has the ability to allow for acquiring primary resources within the curriculum, because all that is required for a teacher is to be connected to the Internet to be able to view and download the resources.

Teachers also have the ability to create lesson plans that incorporate their own digital historical resources on different subjects such as the Civil War. Teachers can use their favorite Internet search engine and enter in the keywords of the topic they are looking for (such as Gettysburg, Antietam, or Abraham Lincoln) combined with the specific subject that they would like to study (VanFossen & Shiveley, 2000). The state of Pennsylvania provides educators with access to online databases such as netTrekker d.i., an Internet search tool that provides academic content that is pre-screened and selected by educators. The site makes it easy to select material based on elementary, middle or high school level, reading ability and topic with content tied to state standards.

As part of a study of an undergraduate American history course, Milman & Heineke (1999) watched as groups of students designed websites that displayed their

representation of various digital historical resources related to the American Civil War. According to the assignment guidelines, students were required to locate, collect, and then interpret various primary resources. According to several students, this first step was in itself overwhelming as one student wrote about becoming quickly frustrated with having to traverse the "mountain of information" (Milman & Heinecke, 1999). The professors for the course also had a difficult time adjusting to the new instructional methods. Traditionally, these instructors taught students about the Civil War via traditional methods such as lecture, however with this course they felt that their roles had changed to more of a facilitator.

Examples of using technology to teach the Civil War

There are many wonderful examples for teaching the Civil War with technology and digital historical resources. These examples range from simple primary source materials such as photographs from the Civil War era to complex webquests. One example would be to have students research the events leading up to the dedication of the national cemetery in Gettysburg in November 1863. Using digital historical resources, students can search for letters, photographs, maps, or newspaper articles that would provide them with important information related to the Gettysburg Address including why people opposed relocation of the bodies for health reasons. In the past, many teachers required their students to memorize those famous words spoken by President Lincoln, however today's students can listen to recorded interpretations made by famous Lincoln portrayals such as Jim Getty or watch live streaming video of the ceremonies from the annual Remembrance Day in Gettysburg which commemorates Lincoln's famous speech.

Another important aspect of using digital historical resources within the social studies curriculum is that the increased accessibility of digital primary sources combined with improved Internet connection speeds has enabled the creation and implementation of inquiry-based lessons. These lessons can have students analyze digital historical resources or have students use oral and written skills in a collaborative online environment (Mathews, 2005). The use of digital historical resources as an inquiry-based form of instruction has the ability to aide a student in numerous ways. A web inquiry project (WIP) is another method for using digital historical resources in the study of the Civil War. WIPs are similar to Bernie Dodge’s WebQuests but are “open inquiry learning activities that leverage the use of uninterrupted online data and information” (Molebash & Dodge, 2003, p. 88). For example, social studies teachers could use a WIP that incorporates digital historical resources in order to help students determine what the daily life of a Union soldier would have been like.

An excellent source of digital historical resources is the Valley of the Shadow project from the Virginia Center for Digital History. This archive explores the Civil War in the context of the people who made up the communities of Franklin and Augusta, Virginia. The Valley of the Shadow provides students with the ability to select from hundreds of primary resources and allowing them to analyze the information in a constructivist manner. The Valley of the Shadow project is not an interpreted resource similar to a textbook, however the archive attempts to raise questions related to traditional research on the Civil War. Digital historical resources such as the Valley of the Shadow project challenge traditional interpretations of history in today’s K-12 social studies classrooms. For example, textbook accounts of the Civil War contain some type

of narrative whereas digital historical resources do not have such a narrative thus requiring students to develop their own narratives based on their interpretation of the material (Lee, 2002). In addition, digital historical resources from sources such as the Valley of the Shadow or The Library of Congress can be used to challenge and clarify popular ideas about the Civil War such as the causes of the Civil War and the political climate before, during and after the war. For example, primary source documents could be used to challenge and clarify some of the more popular misconceptions about the causes of the Civil War because K-12 teachers usually do not consider this as an open ended question (Robertson & Davis, 2002). Clarifying some of the more common misconceptions about the Civil War could lead to a better understanding as to why the war was fought.

The integration of digital primary resources into the curriculum clearly shows that their use will require students to become engaged by using their imaginations and thinking creatively. This process of interpreting digital primary resources requires students to engage in historical thinking and therefore must take other points of view into consideration prior to reaching a final conclusion on a particular topic (Friedman, 2004). Merryfield (1997), details an activity where students read accounts regarding an encounter in the late 19th century. These accounts are from both the white perspective and from the African perspective. As the students progress through the lesson, they only focus on one perspective, however students quickly realize that there are multiple points of view to the same event and this is exactly what happens when students engage in historical thinking. By using digital historical resources from perspectives of those who

lived through this dynamic time, students were expected to gain a greater appreciation of the struggles and conflict surrounding the Civil War.

The American Memory Project, a part of the Library of Congress, is a collection of over 7 million primary source documents that are made up of photographs, films, and recordings that are reflective of our collective American memory (LOC, 2002). In addition to providing access to primary sources, the American Memory project provides teachers with lesson plans and activities, curricular themes, special collections and professional development activities. The website also includes lessons specifically on how to use primary sources within the class and how to analyze and interpret them. There are currently 15 lesson plans that deal with the Civil War era available from this collection including ones related to specific regiments, Mathew Brady and slavery.

One of the special collections related to the Civil War is called *A Civil War Soldier in the Wild Cat Regiment: Selections from the Tilton C. Reynolds Papers*. The documents contained within this collection detail the experience of Captain Tilton C. Reynolds, a member of the 105th Regiment of Pennsylvania Volunteers. This collection contains nearly 360 digital images includes letters, photographs and other documents dating from the Civil War. Students are able to read the letters of Captain Reynolds which detail the movement of the regiment, the battles it fought in and descriptions of the daily life of a soldier. Another part of the Library of Congress' online collection is the National Archives. The National Archives also provides access to primary source documents related to the Civil War. One of the collections is the *Selected Civil War Photographs* section from the Prints and Photographs Division of the Library. This

collection contains over 1,100 photographs from the Civil War era and contains scenes of military personnel, the aftermath of battles and soldiers preparing for battle.

The Digital History Project is another unique example of a digital resource center. This collection of primary sources contains some excellent resources for teaching including explorations, Classroom Handouts, Learning Modules, Lessons and Resources Guide (Mintz, 2007). The Digital History Project also includes lessons and information specifically related to the American Civil War. Another good DRC is the History Matters Project that was created by the American Social History Project / Center for Media and Learning and the Center for History and New Media at George Mason University. This site was designed specifically for high school and college teachers and students with the purpose of serving as a portal for Internet resources while offering materials for the teaching of U.S. History. In addition to thousands of primary resources, History Matters also offers teachers with access to syllabi, teaching strategies, archives of discussions with teachers and scholars and a section on students as historians.

The Documenting the American South project from the University of North Carolina's another of a digital resource center. This particular collection contains over 1,000 full-text, searchable primary resources that available to students and teachers at no cost. There are seven sections of the project: First-Person Narratives of the American South; Library of Southern Literature; North American Slave Narratives; The Southern Homefront, 1861-1865; The Church in the Southern Black Community; The North Carolina Experience, beginnings to 1940; and North Carolinians and the Great War. According to Mason-Bolick & Mcglinn (2004), the project incorporates materials from a broad range of Southern experience; while including social and historical experiences

from all social classes.

Pennsylvania's Civil War Trails

In 2004 at the suggestion of Pennsylvania First Lady Midge Rendell and Senator Markosek, the Pennsylvania Historical Museum Commission, the Pennsylvania Department of Transportation and the Pennsylvania Department of Community and Economic Development worked together to create Pennsylvania's Civil War Trails to extend the existing Civil War Trail from Virginia and Maryland. The "trails" are actually roads that traverse the counties of Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry and York in south central Pennsylvania and have direct links to the Civil War. Pennsylvania's Civil War trails are designed to promote Pennsylvania's rich history, promote tourism and to educate people about the role that Pennsylvania played during the Civil War. Towns such as Greencastle, Chambersburg, Shippensburg, Mechanicsburg, Harrisburg, Hanover, York and Gettysburg are all located along the Civil War trails. The towns along the trails have much to offer for the teaching and learning of the Civil War from monuments and museums to websites with access to digital historical resources. This area of the country, because of its location and relationship to the Civil War, provides a unique opportunity to learn how the topic of the Civil War is being taught and whether or not digital historical resources are being used as part of the instruction.

Critical Evaluation of Similar Studies

Several studies have looked at teachers' use of primary sources (Friedman, 2004; Lee & Clark, 2003; Scott & O'Sullivan, 2000; VanSledright, 2001), computer use in the social studies classrooms (Cuban, 2001; Pye & Sullivan, 2001), Internet use by social

studies teachers (VanFossen, 2001; VanFossen & Shiveley, 2000; Zenanko, 1996), and the practice of doing digital history (Lee, 2002; Lee, Doolittle & Hicks, 2006; Mason-Bolick & McGlenn, 2004; Merryfield, 1997). Although these studies provide insight into how teachers use technology, interpret primary sources, and some of the reasons why teachers utilize primary sources for the teaching of history, few focus on the use of digital primary sources for the teaching of the Civil War.

An example of how computers are being used in social studies classrooms can be found in the 2001 study of 102 middle school social studies teachers in Missouri by Pye and Sullivan (2001). The researchers examined the effectiveness of computer-based instruction in middle-school social studies classrooms and showed that teachers used computer-based instructional strategies on a regular basis, that teachers used the Internet as the main form of computer-based instruction and that the primary reason for teachers to integrate technology was due to a school district/school administrative initiative. The methodology for this study was a simple 13 question survey that was mailed to those who were selected via a random sampling of all of the teachers in Missouri. The survey contained several demographic type questions, some YES/NO questions and a few “check all that apply” type of questions. As part of the study, the researchers also selected several teachers for follow-up interviews and observations. While the study provided some pertinent information on technology use within social studies classrooms, the study could have gone further and provided additional information that could be beneficial to the research community. For example, the survey could have had questions on frequency of use of technology rather than simply do you use technology and have been listed as a Likert scale to improve the data.

Friedman (2004) on the other hand, studied how world history and world geography teachers used primary sources in their instruction. Friedman did a survey, with a follow-up observation and interview of 33 high school world history/world geography teachers in Virginia. The survey was directly related to the Virginia Standards of Learning for world history and world geography. According to the researcher, performing a survey with a follow-up interview and observation allowed him to obtain more accurate results. According to Friedman's study, the high school teachers surveyed felt that 1) primary sources of all types are valuable to instruction; 2) access to technology has a direct impact on the frequency of use of digital primary sources in instruction; 3) barriers related to access to technology lessen higher levels of technology staff development and inhibit use of digital primary sources; 4) teacher use of digital primary sources is influenced by perceived pressures to implement state standards; and 5) teachers have unique interpretations of the concept of historical thinking. This study showed that research can be done on a specific topic, in this case world history and world geography and that a small sample size can be relative to a larger population. The downside to the study was that it focused on the Virginia Standards of Learning and did not ask about specific digital resource centers.

Lee, Doolittle & Hicks (2006) studied 104 history teachers' uses of non-digital and digital historical resources in the southeastern United States with good success. The 84 question survey was divided in to three sections: demographic information, web-based primary source use and a purpose of social studies and best practices in teaching social studies section. The structure of this survey is such that it provides greater detail on how teachers are using digital historical resources and could be easily adapted to be

specifically related to the topic of the Civil War. The survey asks questions related to barriers to integrating digital historical resources and how several specific digital resource centers are used. The digital resource centers mentioned within this survey all contain digital primary sources related to the American Civil War. The researchers did not perform follow-up interviews/observations for this particular study. The methodology for this study can easily be replicated in other states, and tailored to focus on a specific historical topic like the Civil War, that has particular historical importance to that state.

Summary

The current review of literature serves to provide a framework for this study. The use of primary sources is essential to the work of historians while providing an opportunity to interpret the past. Today's technology allows students to access these primary resources in a digital form, thus putting resources that were once reserved for historians in to the hands of students. When students analyze these digital primary resources, they are engaging in what is known as digital history. This process has the potential to make a significant impact on the ways in which history, and especially the topic of the American the Civil War, is being taught and learned in K-12 classrooms. Since the integration of digital primary resources is primarily based on the use of the Internet, there is the potential for barriers to them being implemented to their fullest extent.

Traditional social studies pedagogy has been teacher-centered and focused on memorization of historical facts and figures. With the introduction of technology, in particular the Internet, teachers must adapt their instruction in order to incorporate digital

primary resources and allow student to think historically by constructing their own meanings of the resources. Research has been done as to how students use digital primary resources at the collegiate level, in other states and in other subjects such as world history. However, the extent to which history teachers are using digital primary resources, the barriers to integrating digital primary resources and the impact this has on the teaching of the Civil War is not known.

CHAPTER 3

METHODOLOGY

Introduction

This chapter identifies research questions of the study and describes participants, research instruments, procedures that will be instituted to carry out the study, as well as the statistical analyses that will be used to evaluate results. The goal of this quantitative study will be to understand and categorize how digital historical resources are being used for the teaching of the American Civil War in classrooms across the Pennsylvania Commonwealth and to identify barriers that inhibit the use of these resources in the classroom.

Research Questions

To assess the impact of digital historical resources on the teaching of the American Civil War in K-12 classrooms in Pennsylvania the following research questions will be examined:

1. What percentages of Pennsylvania's history teachers are aware of such resources for the teaching of the Civil War?
2. What is the frequency with which Pennsylvania history teachers employ one or more digital historical resources on a regular basis in the teaching of the Civil War?
3. What is the primary reason for history teachers taking the initiative to incorporate digital historical resources in social studies classrooms in Pennsylvania (The initiative choices are: teacher initiative, school district / school administrative initiative, to connect social studies curriculum to the Pennsylvania State History

Standards, response to national social studies standards, and other initiatives not listed in the survey).

4. What are some of the barriers to the implementation of digital historical resources in the teaching of the Civil War?

Participants

The sample size will be composed of approximately 100 history teachers, who cover the topic of the Civil War, in K-8 schools from the 63 school districts located within PA Intermediate Units 12, 13 and 15. These school districts are located in south central Pennsylvania within the counties of Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry, and York. This particular region of the Commonwealth was selected due to its role in the Civil War; its proximity to the Gettysburg National Military Park and the region containing one or more Civil War Trails. Of the 63 school districts located within The Civil War Trails region three are classified as city, 25 are classified as suburban, 14 are classified as town and 21 are classified as rural based on the NCES urban-centric categories (PDE, 2008). During the 2005-2006 school year, the districts within this region spend an average of \$627,000 on technology per year, have an average student population of 3,865 and the average number of full-time teachers per district is 229 (PDE, 2008). Additional data for the 2005-2006 school year from PDE (2008) shows that the average age of the 123,395 classroom teachers is evenly distributed between the three ranges of Under 35, Age 35-49 and Over Age 49. Additionally, 43% of those classroom teachers held a master's degree, 71% of them were female with an average of 14 years of teaching experience.

Instrument

Participants will complete a single 23 question survey instrument (Appendix B) that will be adapted from two existing surveys related to digital historical resource use by social studies teachers. The survey will have four sections and will ask respondents to rate their knowledge of, and frequency of use of, various digital historical resources, rationale for integration, and barriers to implementation of these resources. The survey will contain short-answer, check-box style, and questions based on a 5-point Likert scale. Lee, Doolittle, and Hicks (2006) developed the first of the two surveys as part of their research into teachers' use of digital historical resources. This paper-based survey (Appendix C) is comprised of 23 questions and is divided into three sections. The first section asks demographic information of the respondents, the second section asks about the teaching of social studies and the use of non-web based primary historical sources and the final section explores the specific uses of digital (online) historical resources. The questions within this survey are made up of Likert scale, short-answer items and open-ended questions. According to the researchers, the survey has an overall alpha reliability of .79. There is no other reliability or validity data available for this survey. The overall alpha reliability coefficient for this instrument is good and shows that we can have 79% confidence in the validity of the instrument.

The second survey was designed for the Social Studies Faculty, Technology Beliefs and Practices study and was created by Bolick, Berson, Coutts, and Heinecke (2003). This webpage-based survey (Appendix D) contains 101 questions and is comprised of four parts, with the first section of 17 questions examining demographics, the second section focuses on how technology is used in social studies methods courses,

the third section asks about personal use of technology, and the fourth section exams organizational support and barriers to technology integration. There is no reliability of validity data available for this survey however this survey has been used to study technology use and barriers to technology use by social studies faculty for the past three years.

To avoid having participants complete two surveys with duplicate questions, a new single survey instrument, based on these two previous instruments, will be constructed. The new instrument will contain a majority of the questions from the original surveys but will be modified in four different ways. First, the new survey instrument will be in an online format in order to better facilitate data collection and to model the use of technology. Second, redundant demographic questions will be removed. For example, each of the two original surveys asked questions related to the subjects age, gender, education level and school demographics. Third, the questions will be tailored to focus on the teaching of the Civil War in a K-12 environment. For example, question one under Part 3 of the Lee, Doolittle & Hicks survey will be changed from “To what extent do you use digital (online) primary historical sources in your social studies class?” to the following, “To what extent do you use digital (online) primary historical sources in your class when teaching about the Civil War?” Another example is question 80 from the Bolick, et al. survey that will be modified from “My college/university has relevant software that I can use in my instruction” to “My school has relevant software that I can use in my instruction.” Finally, questions not relevant to this study or those related to the use of non-digital primary sources will be removed. For example, questions three through seven in Part 2 of the Lee, Doolittle & Hicks survey do

not relate to digital historical resources and are not relevant to this survey and will not be included in the new survey instrument. Similarly, questions 45 through 78 of the Bolick, et al. survey are not relevant to the current study and will be removed. By combining the two surveys together, subjects will be provided with a single survey that will be more concise, be easy to complete and will provide accurate data. Additionally, questions will be reordered and some of the Likert scale questions will be modified in order to provide consistency for the subjects while taking the survey.

The survey for the current study will be comprised of four sections. These sections will assess demographics, frequency of use of digital historical resources, rationale for digital historical resource use and organizational supports and barriers. The first section of the instrument will combine the demographic information from both previous surveys and remove redundant questions. The second part of the survey will come from the “Specific uses of digital (online) historical resources” of the Lee, Doolittle & Hicks survey and will be modified to reflect the specific era of the Civil War. Finally, section three of the survey instrument for this study will be adapted from “Part Three: Personal Use” and “Part Four: Organizational Support and Barriers” of the Bolick, et al. survey by tailoring it to K-12 education and again focusing on the Civil War.

The demographic section of the survey contains eight items and will ask questions related to the subjects’ gender, years of service and school information. The style of the questions in this section of the survey items are checkbox, short-answer and drop-down box. Section 2 of the survey is designed to determine the frequency with which teachers use digital historical resources for teaching the Civil War. This second section contains seven questions each of which contain several sub-items related to the main question.

The questions within this section ask how often subjects use various types of digital historical resources. All of the questions within this section with exception of the first question are based on a 5-point Likert scale and this section will also be scored on a question by question basis for hypothesis testing. The third section of the survey contains questions pertaining to the rationale for using digital historical resources. Each of the questions within this section contains several sub-items related to the main question and eight of the nine questions are based on a Likert scale while the last question is a yes/no style. This section will be scored question by question and compared with other subjects' responses. The final section looks at any potential barriers to using digital historical resources for teaching the Civil War. This section contains a single Likert scale question with 14 sub-questions. For hypothesis testing purposes, this section will be scored as a whole.

Procedure

Within the 71 school districts selected for this study, there are a total of 433 individual schools. Initially, the Director of Curriculum or similar position within each of the districts will be contacted by phone to determine the building and grade level in which the Civil War is being taught. This initial contact will narrow the focus to only those buildings within a district that teach the Civil War. The researcher will then send a letter (Appendix E) to the building principal of the identified schools. This mailing will contain a letter to the principal and five copies of a letter addressed to teachers. The letter to the building principal will explain the nature of the study, and will ask the principal to forward the additional letter to those teachers within their building who teach the topic of the Civil War. The letter to the teachers (Appendix F) will explain the nature of the study

and will provide a URL to the electronic survey. The letter will ask the teachers to complete the survey within ten days from receiving the letter. The researcher will also lookup each of the school districts' websites in order to see if the principal's email address is available. If the principal's email is available, the principal letter will be sent via email with the teacher letter as an attachment. Two weeks after the initial mailing of the letters, a follow-up letter (Appendix G) will be sent to all principals, again asking them to encourage their teachers to participate. This second mailing will also include additional copies of the original teacher letter. If the teachers' names are available, then the follow-up letter will be sent directly to them. If the reasonable response rate of 50%-80% has been received, then the survey will be closed and the data collected. If the response rate is less than 50%, then the researcher will contact each of the buildings by phone to encourage additional participation. Finally, as an encouragement to complete the survey, the instrument will provide a link to a customized wiki with links to various resources related to the Civil War once the subject has completed the survey.

The survey instrument will be completed via the online survey creation service SurveyMonkey. This service will allow for easier collection of the data and a faster response time to the survey all in a secure web-based environment. SurveyMonkey uses several layers of security including SSL encryption in order to ensure that data remains private and secure. Additional layers of security include daily third-party audits of their security, physical security of servers, intrusion prevention technologies and the data resides behind firewall. Using this type of service will allow respondents to complete the survey in approximately 20 minutes by entering the provided URL into an Internet web browser from any Internet accessible computer either at school or at home. This service

supports all major types of Internet browsers including Internet Explorer, Firefox and Safari. Additionally, this type of service will allow the subjects to quickly enter their responses and submit them electronically rather than having to seal them in an envelope and place their survey into the mail. Once the study is complete, data will be downloaded from SurveyMonkey by the researcher and the survey will be removed. This type of format also helps to ensure that subjects remain anonymous by independently navigating to the study's URL and answering the survey's questions, there is no way that the investigator can know who participated in the study, and for those that do participate in the study, the specific responses.

Statistical Analysis

The data gained from the surveys will be analyzed with the statistical program Statistical Package for Social Sciences (SPSS), Version 16.0 for Macintosh OS X (2007) for frequency counts, percentages and all statistical analyses. As stated in Chapter 1, the study is based on seven research hypotheses and the analysis of these will include descriptive statistics including means and standard deviations as well as inferential statistics including t-tests and analyses of variance (ANOVAs). The following list describes each of the research hypotheses and the type of statistical analysis to be performed on the hypothesis:

- There will be no statistically significant difference between males and females in the frequency of use of digital historical resources for the teaching of the Civil War (t-test).
- Teachers with fewer years of teaching experience will use DHR more than those with more experience in a statistically significant manner (ANOVA).

- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different sized schools (ANOVA).
- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different geographic locations (ANOVA).
- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different 9 week periods of the school year (ANOVA).
- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different grade levels (ANOVA).
- There will be no statistically significant difference in the frequency of use of digital historical resources among teachers of different education levels (ANOVA).

Summary

This study will assess the beliefs and practices of social studies teachers in south central Pennsylvania regarding their use of digital historical resources for the teaching of the American Civil War. Teachers will complete a survey that examines rates of digital historical resource use for the teaching of the Civil War. After all data are collected, responses will be examined to answer the established research questions. This study of digital historical resources use in the teaching of the Civil War is the first of its kind and the findings from this study will serve as a benchmark for future studies. Teachers will be

able to use the data from this study to justify the need for technology use within their classrooms or the need for increased professional development to their administrators.

CHAPTER 4

RESULTS

Introduction

This chapter presents results of the study examining the use of digital historical resources for the teaching of the Civil War in south central Pennsylvania public schools. This chapter includes information describing the survey response rate, respondent demographics, research hypotheses analysis of the data for each research hypothesis, and relationships among the variables.

Survey Response Rate

Eighty-three surveys were completed and returned and two surveys were eliminated because of incomplete or missing data. Additionally, five respondents failed to complete all of the survey questions, they did complete a significant portion of the survey and were included in the results. This resulted in a total of 81 usable responses.

Faculty Demographics

Survey questions one through seven asked information regarding respondent demographics. Demographic questions pertained to gender, years of teaching experience, school population size, when the Civil War is taught during the school year, what grade level(s) is the subject taught and the subjects' highest completed degree.

Table 1. *Frequency Distribution: Number of Years of Teaching Experience*

	Frequency	Percent
0-5 years	22	27
6-10 years	20	25
11-15 years	23	28
16-20 years	5	6
21-25 years	3	4
25+ years	9	10
Total	81	100.0

Building Demographics

Approximately half of the respondents (56%) indicated that their schools were medium in size, having between 500 and 1,000 students, and were located in a suburban setting (53%). Additionally, 25% ($n = 20$) of the schools could be considered large while 19% ($n = 15$) would be considered small. Finally, 53% of the respondents indicated that their building is located in a suburban setting while 37% ($n = 30$) are located in a rural setting and 10% ($n = 8$) are in an urban setting. The distribution for building demographics correlates to available PDE data for schools within the counties covered by this study (PDE, 2008). These data are presented in Tables 2 and 3. Collectively, it appears that the characteristics of this sample match the population of teachers from south central PA schools in a representative fashion.

Table 2. *Frequency Distribution: Building Demographics*

	Frequency	Percent
Small (less than 500 students)	15	19
Medium (500-1,000 students)	46	56
Large (1,000 + students)	20	25
Total	81	100.0

Table 3. *Frequency Distribution: Building Location*

	Frequency	Percent
Rural	30	37
Urban	8	10
Suburban	43	53
Total	81	100.0

The topic of the Civil War in the Curriculum

According to the respondents, 51% ($n = 41$) indicated that the Civil War is taught during the 4th nine-week period of the school year, with the 3rd nine-week period being the next most popular period with 26 % ($n = 21$). Similarly, four percent indicated that they teach the Civil War during both the 3rd and 4th nine-weeks. Table four shows the distribution of responses for when the topic of the Civil War is covered during the school year.

Based on the survey responses, 37% of the respondents indicated that they teach the topic of the Civil War in the 8th grade, while 25% reported they cover the topic in 9th grade and 12% cover the topic in 5th grade. It is important to note that nine respondents indicated that they cover the topic in more than one grade level. This shows that many districts consider it important to introduce the topic at an earlier grade level and then cover it in greater detail in a higher grade in support of the Pa State History Standards. Furthermore, this data supports the PA State History Standards that state that the topic of the Civil War should be covered by the 9th grade. Finally, one respondent failed to answer this question. Table five shows the distribution of responses for the grade level in which the topic of the Civil War is covered.

Table 4. *Frequency Distribution: When is the Civil War taught during the school year?*

	Frequency	Percent
1 st 9 Week Period	4	5
2 nd 9 Week Period	9	11
3 rd 9 Week Period	21	25
4 th 9 Week Period	41	51
2 nd & 3 rd 9 Week Period	3	4
3 rd & 4 th 9 Week Period	3	4
Total	81	100

Table 5. *Frequency Distribution: Grade Level Distribution*

	Frequency	Percent
5 th Grade	10	13
6 th Grade	3	4
7 th Grade	0	0.0
8 th Grade	30	38
9 th Grade	21	26
10 th Grade	2	3
11 th Grade	4	5
12 th Grade	1	1
Other?	9	10
Total	80*	100

** Note: One respondent failed to answer to this question*

Research Purpose and Results

First research hypothesis: There will be no statistically significant difference between males and females in the frequency of use of digital historical resources for the teaching of the Civil War. The first research hypothesis stated that there would be no statistically significant difference between males and females in the frequency of use of digital historical resources for the teaching of the Civil War. This hypothesis was confirmed as results of the present study indicated that males and females were not statistically significantly different in the extent of their use of digital historical resources when teaching about the Civil War ($t = -1.12; p = .27$). While these results show no statistically significant differences between males and females in general, there were a few specific areas of instructional practices where differences were present. Specifically, a statistically significant difference was found in how often males and females use primary source documents. The results showed that males rated their awareness of resources available for the teaching of the Civil War than did females ($t = 2.5; p = .02$).

While males rated themselves as more aware of available resources, a majority of both genders indicated that they were confident in their personal use of technology (87.7%) and in their professional use of Internet resources for teaching the Civil War (72.8%). Related to this, 41% of males and females indicated that they use technology very often for the creation of lesson plans. The data further showed that 38% of both genders often use technologies such as streaming video while slightly less than half (43%) use webquests and access primary resources for teaching the Civil War. Additionally a majority of both groups indicated that when teaching about the Civil War

they never use video conferencing (83%), digital historical field trips (59%), blogs and wikis (65%), creating web pages for instruction (61%) and podcasts (80%).

Table 6. *t*-Test: Gender and Extent of Use of Digital Historical Resources

		M	SD	SM	<i>t</i> *	<i>df</i>	<i>p</i>
To what extent do you use DHR when teaching about the Civil War?	Male	2.41	1.02	.13	-1.12	79	.27
	Female	2.78	.89	.19			
How aware are you of DHR for the teaching of the Civil War?	Male	3.15	1.16	.15	.22	79	.83
	Female	3.09	1.02	.22			

*t** = *t*-value compares the means of males and females

Second research hypothesis: Teachers with fewer years of teaching experience will use DHR more than those with more experience in a statistically significant manner.

The second research hypothesis stated that teachers with fewer years of teaching experience will use DHR statistically more frequently than those with greater experience. Results did not support this hypothesis and indicated that years of teaching experience had no statistically significant impact on the extent of use of digital historical resources when teaching about the Civil War ($F(5, 75) = .64, p < .05$). Additionally, results further showed that years of teaching experience had no statistically significant impact on how aware teachers are of resources available for the teaching of the Civil War ($F(5, 75) = .37, p < .05$).

Table 7. *Analysis of Variance Results: Years of Teaching Experience*

		Sum of		Mean		
		Squares	df	Square	F	Sig.
To what extent do you use DHR when teaching about the Civil War?	Between	3.18	5	.64	.64	.67
	Groups					
	Within	75.04	75	1.00		
	Groups					
	Total	78.22	80			
How aware are you of DHR for the teaching of the Civil War?	Between					
	Groups	2.40	5	.48	.37	.87
	Within	97.11	75	1.30		
	Groups					
	Total	99.51	80			

Third and fourth research hypotheses: There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different sized schools. There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different geographic locations. As predicted, results indicated that the size of the school, in terms of student population, had no statistically significant impact on the extent of use of digital historical resources when teaching about the Civil War ($F(2, 78) = 1.02, p < .05$). Additionally, results further showed that the location of the school (rural, urban or suburban) had no statistically significant impact on the extent of use of digital historical resources when teaching about the Civil War ($F(2, 78) = .81, p < .05$).

According to the data, there were a few specific areas where statistically some significant differences were found in how often teachers use different technologies when covering the Civil War. The data showed that teachers in buildings with fewer students used streaming video such as UnitedStreaming more than teachers from other sized buildings with more students ($F = 4.00; p = .018$) while teachers in medium sized buildings accessed lesson plans more frequently ($F = 4.04; p = .033$). Similarly, teachers in buildings with more than 1,000 students were less familiar with the Pennsylvania in the Civil War ($F = 4.80; p = .021$) and the Teaching the Civil War with Technology Blog ($F = 4.90; p = .018$) websites than teachers in buildings with fewer students. Additional differences were evidenced by teachers in smaller buildings who felt that collaborative learning ($F = 4.00; p = .018$), as a teaching method, was more important than did teachers in other sized buildings. Finally, teachers in buildings with fewer than 500 students felt

that state standards ($F = 3.30$; $p = .038$) were a more important reason for implementing DHR while teachers in buildings with between 500 and 1,000 students felt that curriculum requirements ($F = 4.70$; $p = .05$) were more important when compared to teachers in other sized buildings.

Table 8. *Analysis of Variance Results: Building Size*

		Sum of		Mean		
		Squares	df	Square	F	Sig.
To what extent do you use DHR when teaching about the Civil War?	Between	1.99	2	.99	1.02	.37
	Groups					
	Within	76.24	78	.98		
	Groups					
	Total	78.22	80			
How aware are you of DHR for the teaching of the Civil War?	Between	2.02	2	1.01	.81	.45
	Groups					
	Within	97.49	78	1.25		
	Groups					
	Total	99.51	80			

Fifth and sixth research hypothesis: There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different 9 week periods of the school year. There will be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War at different grade levels. The next research hypotheses stated that there would be no statistically significant difference in the frequency of use of digital historical resources among teachers who teach the Civil War during different 9 week periods of the school year and at different grade levels. Results indicated that the time of the year the Civil War is taught had no statistically significant impact on the extent of use of digital historical resources when teaching about the Civil War ($F(5, 75) = 1.08, p < .05$). Additionally, the results further showed that grade level had no statistically significant impact on the extent of use of digital historical resources when teaching about the Civil War ($F(5, 75) = .60, p < .05$).

While these results show no differences with regard to the nine-week period when the Civil War was taught, there were a few specific areas where differences were present. Generally, some statistically significant differences were found in how aware teachers were with some of the websites listed and the types of professional development they have attended. For example, the results showed statistically significant differences in popularity of different types of professional development such as Intermediate Unit workshops ($F(5, 75) = 3.60, p < .05$), collegiate courses ($F(5, 75) = 3.14, p < .05$) and conference hands-on workshops ($F(5, 75) = 4.18, p < .05$). In reference to familiarity with various Civil War related websites, the results showed statistically significant differences with the Documenting the American South website ($F(5, 75) = 1.17, p < .05$),

the History Matters website ($F(5, 75) = 3.84, p < .05$), the American Civil War Homepage ($F(5, 75) = 2.53, p < .05$), the Selected Photographs of the Civil War website ($F(5, 75) = 3.58, p < .05$) and the Valley of the Shadow website ($F(5, 75) = 2.40, p < .05$).

Similarly, there were a few statistically significant results with regard to grade level in which the Civil War is being taught. The survey data showed some statistically significant differences in respondents' beliefs about digital historical resources being more dynamic ($F(5, 75) = 2.17, p < .05$) and more engaging ($F(5, 75) = 2.76, p < .05$) than offline resources. Additional differences were noted in the use of digital historical resources to enhance general understanding ($F(5, 75) = 2.05, p < .05$), the use of historical images ($F(5, 75) = 2.55, p < .05$) and how often respondents used video conferencing ($F(5, 75) = 1.97, p < .05$).

Table 9. *Analysis of Variance Results: 9 Week Period*

		Sum of		Mean		
		Squares	df	Square	F	Sig.
To what extent do you use DHR when teaching about the Civil War?	Between	5.25	5	1.05	1.08	.38
	Groups					
	Within	72.98	75	.97		
	Groups					
	Total	78.22	80			
How aware are you of DHR for the teaching of the Civil War?	Between					
	Groups	3.81	5	.76	.60	.70
	Within	95.69	75	1.28		
	Groups					
	Total	99.51	80			

Table 10. *Analysis of Variance Results: Grade Level*

		Sum of		Mean		
		Squares	df	Square	F	Sig.
To what extent do you use DHR when teaching about the Civil War?	Between	11.07	14	.79	.77	.70
	Groups					
	Within	66.92	65	1.03		
	Groups					
	Total	77.98	79			
How aware are you of DHR for the teaching of the Civil War?	Between	10.78	14	.77	.57	.88
	Groups					
	Within	87.42	65	1.35		
	Groups					
	Total	98.20	79			

Seventh research hypothesis: There will be no statistically significant difference in the frequency of use of digital historical resources among teachers of different education levels. The final hypothesis stated that there would be no statistically significant difference in the frequency of use of digital historical resources among teachers possessing different education levels. As predicted, results indicated that teacher education level had no statistically significant impact on the extent of use of digital historical resources when teaching about the Civil War ($F(2, 78) = .34, p < .05$).

While these results show no statistically significant differences with regard to teacher education levels, there were a few specific areas where differences were present. Generally, some statistically significant differences were found in the barriers that impede use of digital historical resources in the classroom. Based on the survey data, differences were seen within barriers related to insufficient time to locate DHR ($F(2, 78) = 5.48, p < .05$), too many sites to find materials ($F(2, 78) = 4.37, p < .05$) and lack of preparation to use DHR ($F(2, 78) = 3.12, p < .05$) and lack of preparation to use the web ($F(2, 78) = 3.90, p < .05$).

Table 11. *Analysis of Variance Results: Teacher Education Levels*

		Sum of		Mean		
		Squares	df	Square	F	Sig.
To what extent do you use DHR when teaching about the Civil War?	Between	.67	2	.34	.34	.71
	Groups					
	Within	77.55	78	.99		
	Groups					
	Total	78.22	80			
How aware are you of DHR for the teaching of the Civil War?	Between					
	Groups	2.80	2	1.40	1.13	.33
	Within					
	Groups	96.71	78	1.24		
	Total	99.51	80			

Additional Findings

Barriers to implementing digital historical resources

In addition to examining the stated hypotheses, the study sought to identify barriers that inhibit the use of digital historical resources for the teaching of the Civil War. Approximately half of the respondents (54%) indicated that the ‘most inhibiting’ barrier to the effective integration of digital historical resources was a lack of access to technology within their classroom. Additional factors that respondents indicated as ‘more (but not most) inhibiting’ included a lack of time to implement (53%) and a lack of time to locate and evaluate (49%) digital historical resources. In contrast to this, a majority of respondents (51%) stated that a lack of access to technology within the building to effectively integrate digital historical resources was a ‘less (but not least) inhibiting’ factor. Furthermore, having access to adequate Internet bandwidth necessary to implement digital historical resources (52%) along with access to relevant online resources such as Discovery Streaming (53%) were ‘least inhibiting’ factors.

When questioned about the position of district leadership on the role of technology in the social studies, 62% of the respondents indicated that a lack of expectations for the use of technology in social studies by school leaders least inhibited them. Similarly, a majority of respondents felt that neither their principal's position (68%) nor their Superintendent's position (65%) on the integration of technology into instruction inhibited their use of digital historical resources. In contrast to this, respondents indicated that professional support from their building/district related to integrating technology into their instruction (48%) and technical support from the

building/district (48%) were factors that inhibited in their use of digital historical resources.

In terms of knowledge, respondents stated that their lack of knowledge about integrating technology into instruction (68%) and their lack of knowledge about the availability of digital historical resources for the teaching of the Civil War (58%) were also not inhibiting factors. Additionally, 65% of respondents felt that their lack of awareness of the instructional potential of digital historical resources inhibited their use of digital historical resources. While access to relevant software for instructional use (51%) was a neutral inhibitor, 44% of respondents stated that access to computer training that is directly related to integrating computers into instruction was not an inhibiting factor.

Frequency of use of digital historical resources

The second section of the survey asked the respondents questions related to their frequency of use of digital historical resources. Forty-one percent of respondents indicated that they sometimes use digital historical resources to find historical resources that would otherwise be difficult to locate, that 44% access DHR to enhance their general understanding of history and that 39% of respondents sometimes use DHR to conduct specific historical inquiry. Similarly 42% of respondents reported that they often use DHR in order to identify sites and primary sources for their use in class (e.g. for preparing lectures, handouts, etc.). Additionally, 41% of respondents often identify sites and primary sources for their students to use in class (e.g. for students to conduct historical inquiry). When asked about how often they used some specific types of digital historical primary sources from the Web the results showed that 46% of respondents

sometimes used historical texts, while 41% often used historical images and 41% also often used audio/video recordings.

Another survey question sought to determine how often teachers have students undertake the various tasks when analyzing primary sources. For each example provided, results showed that teachers sometimes have students interrogate historical data given the context in which it was created (43%); test the data source for its credibility, authority, authenticity, and completeness (38%) attempt to detect and evaluate bias, distortion, and propaganda (43%); examine the source to compare and contrast details with other sources of information (46%); and examine the source to learn about key individuals, events, and ideas from the past (41%) of the time.

Finally, the survey looked at how often teachers were using specific technologies for teaching the Civil War. The results showed that many of the respondents indicated that they often use streaming video such as UnitedStreaming (33%) and sometimes access primary source documents (38%) while nearly half of the respondents use webquests (43%) when teaching about the Civil War. In contrast to this, respondents overwhelmingly indicated that they never communicate with others via video conference (83%). While a majority of respondents indicated that they never take digital historical field trips, use blogs or wikis, create web pages for instruction or use podcasts for teaching the Civil War.

Use of websites related to the Civil War

In order to better understand how teachers were using digital historical resources to teach the Civil War, respondents were asked to identify how familiar they were with, and how they currently use 15 different Civil War related digital resource centers. In general, the data showed that a majority of the respondents were unfamiliar with 13 out of 15 of the websites presented. Forty-five percent of the respondents did indicate, however, that they were very familiar with The National Archives website while 38% said they were very familiar with the PBS Civil War website. These results are reflected in the follow-up question that asked the respondents to identify how often they used the same websites from the previous question. Results showed that a majority of the respondents had never heard of 13 out of the 15 websites. Of the remaining two websites, the data reflected that 36% of teachers and students have accessed The National Archives websites to conduct historical analysis in the classroom and that while 41% of respondents visited the PBS Civil War website, they have not used it to conduct historical analysis.

Rationale for using digital historical resources

Additional questions examined the rationale for why teachers do or do not use digital historical resources. First, when asked about the importance of various teaching methods 69% of respondents indicated that student inquiry was very important while considering lecture (67%), discussion (63%) and collaborative learning as important.

Respondents were also asked about their philosophy on using primary sources within their classrooms and how reading and analyzing primary source documents helps their students. Sixty-five percent of the teachers classified understanding the experiences

and conditions of the period being studied as very important while classifying understanding essential facts, concepts and generalizations in history (63%), developing their historical thinking skills (64%) and questioning historical truths and engaging in historical interpretation or revisionism (56%) as important. Teachers were mixed on whether or not using primary sources helped students to succeed on standardized tests (52%). Respondents were also asked about the reasons why they may not use or only have limited use of digital historical resources from the Web. A majority of the respondents felt that not having sufficient time to search the Web to locate specific primary sources (68%) and that there are just too many sites on the Web to locate good materials (64%) as important factors in their limited use of DHR. Fifty percent of the respondents felt that one unimportant factor was that primary sources (online or offline) are not appropriate for their course. Additionally, about half of respondents were neutral on both not having the preparation necessary to use historical documents (55%) and not having the preparation necessary to use the Web in the classroom (51%). Seventy-one percent of respondents indicated that not having access to the web was very unimportant.

Respondents were also given the opportunity to indicate the importance of changes within their school or classroom that would make them more likely to use digital primary historical resources. The data shows that more computers with access to the Web within the classroom (66%) and fewer standards and standardized tests (50%) would be very important changes. Similarly, respondents indicated that other important changes included more time in the curriculum to study historical documents (52%), more training on how to search for and locate web-based resources (54%) and training on how to

manage their classroom when using the Web (47%). Interestingly, a nearly half of the respondents were neutral on training on how to use primary source documents (44%).

When asked to express their degree of agreement on the relationship between online and offline primary historical resources, respondents generally agreed or strongly agreed that online historical resources are more accessible, easier to use, more flexible, better organized, more dynamic and more engaging than offline historical resources (Table 12). Furthermore, two-thirds of respondents strongly agreed that the Internet allows access to previously unattainable sources while 69% of respondents felt that the availability of pictures and videos is a good reason for using the Web. Respondents generally agreed that the Internet has changed how they use primary sources, that the availability of hypertext documents is a good reason for using the Web and that using online primary sources leads to increased preparation time. Teachers further agreed that because of the Web they include more primary sources in their teaching; however they find it frustrating locating useful sources on the Web. In addition to this, respondents indicated that online sources give students a richer sense of historical experiences and conditions and they felt that there is no difference teaching with online and off line primary historical resources.

Eighty-seven percent of respondents indicated that they take their own initiative when asked why they use digital historical resources for teaching the Civil War. This reason was followed by it being required by the curriculum (68%), by their building principal (59%), by state standards (60%) and by their district (65%).

Table 12. *Degree of agreement on the difference between online and offline primary historical resources listed by Percent of Respondents Reporting Use*

Online DHR are more:	% of Respondents	% of Respondents who
	who Agree	Strongly Agree
More Accessible	63%	24%
Easier to Use	56.8%	14%
More Flexible	61.7%	14%
Better Organized	55.0%	9%
More Dynamic	59.3%	15%
More engaging	60.0%	16%

Table 13. *Degree of agreement statements regarding online historical resources listed by Percent of Respondents Reporting Use*

Statement:	% of Respondents who Agree	% of Respondents who Strongly Agree
The Internet allows access to previously unattainable sources	25.9%	66.7%
The Internet has changed how they use primary sources	63%	23.5%
The availability of hypertext documents is a good reason for using the Web	60.0%	21.3%
Using online primary sources leads to increased preparation time	63.0%	16%
Because of the Web they include more primary sources in their teaching	67.9%	17.3%
It is frustrating locating useful sources on the Web	54.3%	3.7%
Online sources give students a richer sense of historical experiences and conditions	67.9%	17.3%
There is no difference teaching with online and off line primary historical resources	7.4%	0.0%

Types of professional development

Another question sought to determine the various types of professional development trainings teachers have taken since graduating from college. Respondents were asked to rank the method(s) of technology training that they have undergone. Based on the survey data, the most popular type of professional development was district-led workshops. This type of professional development was closely followed by Intermediate Unit-led workshops, collegiate courses, one-on-one tutorials, web-based tutorials, text-based tutorials, conference hands-on workshops and conference presentations (Table 14).

Table 14. *Reported Percent Use Scores and Overall Ranks for Types of Professional Development*

Type of Professional Development	Percent Use Score	Overall Rank
District-led workshops	59.0%	1
Intermediate Unit-led workshops	54.5%	2
Collegiate courses	31.2%	3
One-on-one tutorials	39.2%	4
Web-based tutorials	45.1%	5
Text-based tutorials	50.6%	6
Conference hands-on workshops	46.7%	7
Conference presentations	45.5%	8

Summary

Chapter four examined how K-12 teachers in south central Pennsylvania used digital historical resources to teach the topic of the American Civil War. Data were collected via an electronic survey with a total number of responses of 81. A summary of respondent demographics revealed that a majority of the respondents were male, that they had less than 15 years of teaching experience and that a majority of them had at least a master's degree. Respondents further indicated that they are from medium sized schools that teach the topic of the Civil War primarily in the 8th grade during the 4th nine-week period. These characteristics are representative of the overall population of teachers from south central Pennsylvania.

In general, the results of the study showed that there were no differences between males and females in the extent of their use of digital historical resources when teaching about the Civil War. The data further showed that males reported that they were more aware of resources available for the teaching of the Civil War than were females. Additionally, both male and female respondents felt that they were confident in their personal use of technology and in their professional use of Internet resources for teaching the Civil War.

Overall, the results of the survey indicated that none of the hypothesis focus areas including years of teaching experience, the size or location of the school, the grade level and when it is taught during the school year or the teacher's education level had any statistically significant impact on the extent of use of digital historical resources when teaching about the Civil War. The data did reveal some pockets where statistically significant differences did occur including teachers in small sized buildings used

streaming video more than teachers from other sized buildings while teachers in medium sized buildings accessed lesson plan more frequently. The data also showed some statistically significant differences in respondents' beliefs about DHR being more dynamic and engaging than offline resources.

The results of the study further indicated that the most inhibiting barrier to effectively integrate DHR was a lack of access to technology within their classroom despite indicating having access to adequate Internet bandwidth and relevant online resources to effectively integrate DHR. Additional factors that inhibited the use of digital historical resources included professional and technical support from building/district related to integrating technology, lack of knowledge about integrating technology into instruction and a lack of knowledge about the availability of DHR for the teaching of the Civil War.

With regard to the frequency of use of digital historical resources, the results indicated that, in general, respondents often used DHR in order to identify sites and primary sources for both their own use and for student use in class. The most frequent use of technology was for the creation of lesson plans which was followed by using streaming video and accessing primary source documents. The data further showed that teachers and students never communicate with others via video conference, take digital historical field trips, or use Web 2.0 technologies and that a majority of the respondents were unfamiliar with most if not all of the Civil War related websites presented in the survey. Finally, the results showed that the most popular type of professional development session for respondents were district-led workshops followed by

Intermediate Unit-led workshops, collegiate courses, one-on-one tutorials, web-based tutorials, text-based tutorials, and conference hands-on workshops and presentations.

Chapter 5

DISCUSSION

Introduction

The purpose of this chapter is to summarize and discuss the underlying results of the research on how south-central Pennsylvania teachers use digital historical resources to teach the Civil War. During the past decades, some literature has been written discussing the benefits of using digital historical resources in history and social studies classes. This study was designed to measure the value of using digital historical resources among Pennsylvania teachers while also attempting to determine what some of the barriers to the use of these resources were. In addition, this chapter expounds on the findings as they relate to previous literature, conclusions, and implications for action. Finally, the chapter provides recommendations for further research.

Findings

Overall results from the current study support prior research that examined the use of technology for teaching social studies. The current research also extends previous findings by 1) examining technology, specifically Internet use by Pennsylvania history teachers and 2) examining technology use for the teaching of the Civil War.

As expected, demographic data revealed that a majority of the respondents were male with less than 15 years of teaching experience and that a majority of the teachers had completed at least a master's degree. These results are consistent with statistics on social studies teacher demographics available from the Pennsylvania Department of Education (PDE, 2008) and the National Council for Educational Statistics (NCES,

2007). While the data further showed that a majority of the teachers were from medium sized schools (having between 500 and 1,000 students), it unexpectedly revealed that schools teach the topic of the Civil War primarily in the 8th grade during the 4th nine-week period. This finding is inconsistent with information obtained from Jeff Zeiders, Social Studies Curriculum Advisor for the PDE who indicated that the topic of the Civil War is typically taught in 5th or 7th grade. The results showed that none of the respondents teach the topic in the 7th grade while one indicated they teach the topic in the 12th grade. This finding is consistent with the Pennsylvania History Standards that indicate that the topic of the Civil War must be covered by the 9th grade. With the topic of the Civil War being primarily covered in the fourth nine-week period, teachers could be limited in the amount of time they have to properly address the topic. Teachers may simply run out of time and quickly rush through the topic or if the topic is covered in the later part of the fourth nine-week period, time available could be limited due to end of year activities. If this is the case then teachers may not have adequate time to incorporate DHR into their instruction. A few possible reasons for the topic is being covered in earlier grades such as 5th grade or in higher grades could be that districts have not updated their social studies curriculum to meet the revised Pennsylvania History Standards. Another reason why the topic may be covered at different grade levels is that perhaps the end of the Civil War (1865) provides a better stopping point than the recommended 1824. If this is the case, then some school curriculums may attempt to include the period of 1824 – 1865 within the same grade rather than having the period cover two grade levels. Additionally, the respondent teaching the topic in 12th grade could be teaching the course as an elective or as part of an AP History course. Also, 9th

grade is considered high school level in Pennsylvania and could provide a better point to start discussions of modern America beginning with the Reconstruction Era.

Additionally, Pennsylvania is a local control state and therefore PDE cannot dictate when the topic of the Civil War can be taught, PDE can only make recommendations based on the standards. Standardization on when the topic is covered would allow for easier teacher collaboration, easier resource development and sharing and better control of the curriculum. Finally, with the wide range of grade levels time spent covering the topic could be impacted. For example, 5th grade classrooms are typically self-contained and time schedules are impacted by other subjects whereas higher grade levels have specific periods of the day for a particular subject that are assigned to history or social studies thus reducing the impact of other subjects on the history curriculum.

Because of its importance in educating future citizens, state and local standards and curriculum development boards should place as much emphasis on history and social studies education as is currently placed in other academic disciplines. It is essential that today's students learn more than the "highlights" in history and instead should focus on historical inquiry, debate, and higher levels of thought. According to the Pennsylvania History Standards (2002), which are currently under review for possible revision, "the intent of the history standards is to instill in each student an ability to comprehend chronology, develop historical comprehension, evaluate historical interpretation, and to understand historical research." This statement shows the importance of having students act like good historians while obtaining historical knowledge and then learning to apply those skills. Because there is no such thing as a set curriculum in the digital age due to the ever-changing availability of new technological resources, local history and social

studies curricula should be under continuous revision. During these revisions, there needs to be an emphasis on “doing history”, digital historical inquiry, integration of digital historical resources and 21st Century Skills all in accordance with the state standards.

Part of the process for integrating digital historical resources in the classroom is for teachers to determine exactly how to incorporate the resources in to the existing curriculum. This multi-part phase contains many considerations including determining and choosing appropriate topics for discussion and designing lesson plans to match the resources. Finding digital historical resources should not be difficult for educators because a simple Internet search will yield thousands of results. The problem lies in how does a particular digital historical resource tie into their curriculum or help them meet the standards. While many digital resource centers provide sample lesson plans or guidelines for incorporating the resources in to the classroom, these lessons do not always fit the local curriculum or state standards. For example, the National Archives Digital Classroom lesson plans meet national curriculum standards while the lesson plans on the Explore PA History website correspond to the Pennsylvania State History Standards. Digital resource centers need to work more closely with state departments of education in order to provide sample lessons on how their resources can be used to meet specific state standards. Teachers must also be cognizant of the age of their students and their ability to comprehend certain aspects of the Civil War such as slavery or constitutional issues.

Research Hypotheses

Results of the survey further indicated that none of the hypothesized focus areas had any statistically significant impact on the extent of use of digital historical resources

when teaching about the Civil War. For example, it was expected that teachers with fewer years of teaching experience would use technology more than teachers with more experience; however, this study and research by VanFossen (2001) do not support this hypothesis. This suggests that if given proper access to technology, teachers, regardless of years of experience will use technology to teach the Civil War. Similarly, it was anticipated that larger buildings (i.e., more students) would have more technology and thus have greater use in the classroom. This belief was also not supported by the research data. Regardless of size of building or even the location (rural, urban or suburban) a building does not require vast amounts of technological resources to incorporate them into the teaching of the Civil War. As Merriman (2008) showed, a teacher can effectively incorporate technology into the teaching of the Civil War and engage students with only an Internet-connected computer and a projector by projecting images for a class to view and discuss.

The study further sought to determine the percentage of south-central Pennsylvania's history teachers who were aware of digital historical resources for the teaching of the Civil War. As expected, results revealed that the majority of teachers felt that they were aware of digital historical resources but may not have the technology resources to effectively access them. The data also showed that males responded that they were more aware of resources available for the teaching of the Civil War than females reported. This finding could indicate that male teachers are more interested in the Civil War and therefore, seek out online resources more than females. Somewhat unexpected were the results that indicated that a majority of the respondents were unfamiliar with most if not all of the Civil War related websites presented in the survey.

This may mean that while, in general, teachers are familiar with the availability of Civil War related digital historical resources, and they simply were not familiar with those provided within the survey. These results also support prior research by Lee, et al. (2006), who showed that majority of their respondents were unfamiliar with many of the more popular digital resource centers. Respondents may have over-estimated their awareness of digitized historical sources due to their unfamiliarity with these types of resources or they under-estimated what they thought was available to them as teachers. Many respondents who indicated that they were aware or somewhat aware of available resources were unfamiliar with the websites provided in the survey including such sites as the Valley of the Shadow and the PBS Civil War website. As part of the survey, respondents had the opportunity to add additional URLs of websites that they use to teach the Civil War. Among the websites mentioned were the Civil War Photos website, Eyewitness to History, Civil-War.net, Civilwar.com and some National Park Websites such as Antietam. Teachers may be very familiar with a few websites but have not had the time, professional development on how to locate more resources or even an interest in seeking out additional resources for use in their classrooms. Respondents did indicate that there are too many websites available to locate good resources. Because of the vast amounts of resources available via the web, teachers may be unwilling or unable to wade through or process all of the information. Another possibility for this contradiction could be that the few websites with which a teacher is familiar with has all of the resources they need to cover the Civil War. Finally, if teachers are truly unaware of the availability of digital historical resources, then higher education needs to do a better job of preparing pre-service teachers to find, locate and implement these technologies. Additionally,

profession development sessions should be offered to help teachers process the overwhelming number of websites and resources, thus heightening their ability to incorporate DHR into their classroom.

Local school districts should also provide additional quality professional development for history and social studies teachers in the methods for using digital historical resources for historical interpretation. Teachers in this study indicated that they feel that the use of digital historical resources is an integral part of the history curriculum, yet the lack of technology and professional development available is providing an obstacle for the implementation of such strategies in classrooms. Based on the survey data, these district-led professional development sessions should focus on how students can “do history”, how to access, evaluate and use digital historical resources, how to use video conferencing, Web 2.0 technologies, and how to create web pages for their classes. These professional development sessions can occur regardless of the amount of technology within the classroom. Additionally, there are some pedagogical differences for teachers using digital historical resources which are very different from using traditional print based materials such as textbooks. According to Lee (2002), teachers do not have as much control over how students interact with digital historical resources in the same way they can with printed material. Therefore, professional development sessions should be offered in order to provide teachers with the knowledge of how to best incorporate these resources into their curriculums.

If teachers were more aware than what they indicated of the available resources related to the Civil War, their students would gain a larger exposure to the events surrounding the Civil War and give them a better understanding of the War. If teachers

only use a single textbook to teach the Civil War, students will only gain one perspective of the Civil War. Students become receivers of information from the teacher and from the authors of the book. Essentially, students are not able to conduct their own historical analysis as supported by the Pa History Standards. On the other hand, if teachers provide students with access to digital primary resources and provide them with proper instruction on how to use the resources then students will become engaged by “doing history” and exploring the past. While DHR offer many advantages to traditional primary resources, such as ease of access, easier manipulation, etc, if the resources are not used effectively then students may be no better than if they were using traditional primary sources. Students are then able to create their own narratives of these resources and begin to think and act like historians all in support of the state standards. The more resources that teachers make available to the students, the students will have a greater understanding of the past. Teachers must however, be careful of not overwhelming students with too much information (Lipscomb, 2002). For example, a textbook may show a photograph of a dead soldier from the Battle of Gettysburg and provide a brief narrative describing the scene. The Library of Congress has the same photograph that the students can download and examine in high resolution to see intricate details of scene. This latter method of examining digital primary sources allows students to engage in activities similar to historians, craft their own interpretation of what is occurring in the scene and then do follow up research on other aspects related to the scene. By using digital historical resources as part of learning about the Civil War students will have a better understanding of the topic while developing critical thinking skills by performing

tasks such as interpreting, analyzing, evaluating, recognizing point of view and bias, identifying contradictions and drawing conclusions.

The present study further examined the frequency with which Pennsylvania history teachers employ digital historical resources on a regular basis in the teaching of the Civil War. Accordingly, the results showed that despite any perceived barriers, teachers used digital historical resources two to three times per week on average when teaching about the Civil War. This finding could be impacted by the fact that the teachers from this study are from the area surrounding the Gettysburg National Military Park (GNMP) and they have access to other primary sources such as local historical societies. Another factor could be that due to the proximity of GNMP and the role that south central Pennsylvania played in the Civil War, some of the teachers may be “Civil War Buffs” and have their own knowledge and resources. Additionally, because of the proximity to the GNMP, the teachers may place more emphasis on the Civil War and therefore spend more time on the topic and need access to additional resources. This may not be true for social studies classrooms across the Commonwealth. These results are encouraging because according to the NCES (2007), students in 8th grade whose teachers reported using primary historical documents as little as once or twice per week had higher test scores than those whose teachers reported doing so less frequently or never. Similarly, the NCES (2007) found that 8th graders who used technology to a great extent for doing research, such as on the Internet, had higher test scores than those students who did not use technology as much for research.

Furthermore, the data showed that the most frequent use of technology was for the creation of lesson plans which was followed by using streaming video (such as

UnitedStreaming™). Bringing streaming video into the classroom provides another dimension for teaching the Civil War. There are many videos that have detailed analysis of battles, weaponry and even the Gettysburg Address. These videos allow experts from places such as The Discovery Channel or The History Channel to come into classrooms and supplement the curriculum. Somewhat unexpected, although supported by PATI (2008) and VanFossen (2001), the data further showed that teachers and students never communicate with others via video conference, take digital historical field trips, or use Web 2.0 technologies. This finding suggests that teachers are not utilizing Internet-based resources to their fullest extent for the teaching of the Civil War. Providing access to video conferencing and digital field trips would allow students to experience otherwise unavailable places. For example, teachers could have a video conference with another school near a Civil War battlefield or video conference in a Civil War expert. Once again, it is worth noting that since these teachers are from the area surrounding the GNMP, they may not have the need to take virtual field trips or have experts come in via videoconference because they have the ability to experience these items first hand. These teachers can easily take a traditional field trip to GNMP or have a local expert or come to them in their classroom. Additionally, time may be a factor in implementing these types of technologies. These types of technologies, such as video conferences and virtual field trips, require additional planning time. This is time that could be spent performing functions that are more important, or that a teacher is more familiar or comfortable with such as grading papers or creating lesson plans.

Also examined was the impetus for Pennsylvania's history teachers to individually incorporate digital historical resources in social studies classrooms. As

expected, the findings showed that the primary reason was teachers taking their own initiative to incorporate digital historical resources for teaching the Civil War. This finding is understandable considering that the current PA Standards for History do not include a requirement for incorporating technology. It is possible that teachers felt that incorporating digital historical resources is important enough to student learning to include them regardless of the local curriculum or principal's position.

Barriers to implementing digital historical resources

Finally, the study sought to determine what some of the barriers are to the implementation of digital historical resources in the teaching of the Civil War. As expected, the data revealed that the most inhibiting barrier to effectively integrating digital historical resources was a lack of access to technology within the classroom. In contrast to that although supported by PATI (2008), results also showed that teachers do have access to adequate Internet bandwidth and relevant online resources to effectively integrate digital historical resources. Other barriers such as professional and technical support from building/district related to integrating technology, lack of knowledge about integrating technology into instruction and a lack of knowledge about the availability resources for the teaching of the Civil War are consistent with prior research (VanFossen 2001). If teachers were provided with adequate technology within their classroom and provided with good professional development on how to implement DHR into their classroom, then students could benefit from "doing history." Understandably, it is difficult to keep abreast of resources and information available to teachers, however there are ways for teachers to use technology to quickly and easily find resources. Time to research and evaluate resources is reduced when teachers are taught how to effectively

search for and obtain digital historical resources. In addition to this, teachers could be trained on how to use Web 2.0 technologies in order to reduce barriers to implementation while increasing the use of DHR. For example, Web 2.0 technologies could allow teachers and students to maintain lists of resources for quick access during class, obtain Civil War related websites and photographs collected via RSS feeds or create presentations to be used within the classroom. These Web 2.0 technologies provide access to free software tools, reduce time required to locate resources and allow teachers and students to easily share and collaborate on projects. It is unfortunate that teachers are not using Web 2.0 technologies for the teaching of the Civil War. One reason could be that teachers within this survey are simply not familiar with Web 2.0 and therefore do not know what is available. Blogs, for example are an excellent way for teachers to obtain information, collaborate on projects and share their classroom with other teachers. For example, one of the websites listed with the survey was a blog that specifically shows teachers ways to use technology to teach the Civil War however less than 5% of the respondents were familiar with the site.

Based on the fact that 89% of the respondents indicated that an important change to their classroom would be access to more technology, there also needs to be an increase in the amount of technology within the history and social studies classrooms. With this increase in access to technology, students and teachers will be able to breakdown the traditional classroom walls by providing access to a wealth of online resources. For example, increasing availability of technology would allow teachers and students to conduct specific historical inquiry more often and increase the ability for teachers to identify sites and primary sources for their use and their students' use. These resources

will give teachers and students access to previously unobtainable resources such as primary sources, allow them to communicate with experts and explore places without leaving the confines of their classroom.

It is important to note that while others have studied technology use in the social studies or use of primary sources, no other studies have looked specifically at using technology to teach the Civil War. Even though this study focused on the south-central portion of Pennsylvania some generalization can be made regarding the use of digital primary resources. According to data from the most recent PATI survey (2008), 98% of the classrooms within the area covered by this survey have at least one Internet accessible computer as opposed to 49.5% of classrooms nationwide (NCES, 2005). Based on this, it is safe to assume that the teachers within this study have access to the technology to use technology to teach the Civil War. Additionally, PATI data shows that 96% of the classrooms in the state have similar access, so it is likely that social studies classrooms across the Commonwealth have sufficient access to technology to incorporate digital historical resources into their curriculum. Furthermore, if the topic is being taught in 9th grade then chances are that the building has received a *Classrooms for the Future* grant and therefore would have access to additional technology. *Classrooms for the Future* is a PDE grant that provides technology and professional development in order to create “Smart Classrooms” in the four core curricular areas (including social studies) of Pennsylvania high schools. Finally, the PATI data for the schools covered by this survey shows that 86% of building administrators and 81 % of teachers indicated that technology plays only a small part or is not used as part of a teacher’s strategy for building student skill or proficiency in social studies. Based on the PATI data and data from this study,

social studies teachers within the Commonwealth and particularly within the region covered by this study, have access to the technology to effectively integrate digital historical resources for the teaching of the Civil War but are simply not doing so to a large extent.

Implications for Action

This study is the first to examine the use of digital historical resources for the teaching of the Civil War in Pennsylvania. The study collected data about south-central Pennsylvania teachers' beliefs and instructional practices in order to make recommendations for action for using technology to teach the Civil War. From the review of literature it is known that there is some technology integration occurring within social studies classrooms (Berson & Baylta 2004; Drinnon 2005; Friedman 2004; VanFossen 2001), the results of this study clearly prove that there is a lack of use of digital historical resources for the teaching of the Civil War by Pennsylvania teachers. From the findings of this study, several recommendations for practice and future research were found. It should also be noted that further research is necessary to extend these recommendations beyond the scope of this study.

A collaborative effort should be made among local and regional educational entities, state higher-education agencies and the Pennsylvania Department of Education to develop and provide quality in-service professional development programs for teachers in the use digital historical resources in teaching history. These in-service trainings should include information on how students can “do history,” how to effectively locate, evaluate and use digital historical resources, and how students can undertake digital historical inquiry projects.

An effort should be taken to form a statewide committee of interested parties, including elementary and secondary teachers, professors of history and education, administrators, Civil War museum and park curators, Civil War authors, and others, that could cooperate in providing opportunities for teachers to collaborate in developing a repertoire of best practices in using technology for the teaching of the Civil War while requesting input from experts. This effort could be invaluable in providing training in the use of digital historical resources. A statewide organization such as the Pennsylvania Council for the Social Studies, in conjunction with national organizations such as the NCSS or Civil War Preservation Trust could provide researched data for viable practices in using technology to teach the Civil War. By including these organizations and experts, they will also benefit from promoting the resources they have available to teachers and students via the Internet. Additionally, there needs to be a more collaborative relationship between those who run digital resource centers and educators. This relationship will foster success for both groups by improving what digital resources centers can offer educators and allowing teachers to become more familiar with what is available and how it can be used in their classrooms. Both of these groups have unique issues, perspectives and solutions and this relationship would allow for a sharing of information and best practices.

Recommendations for Further Research

This study should be replicated with a larger population size, in order to provide generalized results for a larger teacher population than the community represented in this study. This data could then be compared to the current study in order to obtain a broader picture of how technology is being used to teach the Civil War in regions not

geographically near civil war sites. Researchers could conduct additional studies by Intermediate Unit, by regions of the Commonwealth or simply the entire state. It would also be helpful to include private schools in order to compare how they are incorporating technology into the teaching of the Civil War. Additionally, this study focused primarily on teachers and their use of digital historical resources. Future studies could also address the impact of technology on students learning about the Civil War. Additionally, it may be helpful to the study to conduct interviews to obtain some anecdotal information and to observe how teachers are actually using technology to teach the Civil War. These observations could lead to recommendations for professional development or used for the creation of “best practices” information.

Finally, since there were no prior surveys that specifically focused on the research topic, the current survey was adapted from two pre-existing surveys that looked at technology use in the social studies. The survey for this study should be revised in order to make it more valuable to future research. The current survey could be shortened to make it easier for respondents and needs be revised to focus more on the digital historical resources for teaching the Civil War. For example, it would be beneficial to know the amount of time in days or hours that is spent during the year teaching the Civil War. While the survey asked about types of professional development in general, it did not focus on profession development for using DHR nor did not ask about the number of hours of professional development. Finally, it would be helpful to ask respondents to provide how much technology they currently have within their classrooms. Knowing what technology is readily available to teachers would allow the researchers to make better recommendations for action. Without this information it is difficult to determine

whether or not the technology is there in the classroom or if the technology is available are they simply not using it.

Summary

The overall purpose of the study was to examine teachers' use of digital historical resources for the teaching of the Civil War. The goal of this examination was to fill a gap in the literature on how technology is being used to teach the Civil War and to make recommendations for action. To meet these needs, a tool for collecting the data was developed. The study collected data about pedagogical beliefs held by teachers, determined how aware teachers are of various online resources for teaching the Civil War, identified the most popular methods of professional development and identified the barriers to implementing technology in the classroom. Based on the findings, areas for improvement were identified and conclusions were reached that pinpoint these areas. Suggestions for effective professional development programs were presented as well.

After completing the study, it is clear that there is room for additional development of the use of technology for teaching the Civil War as teachers struggle with time constraints and lack of access to technology. It is interesting to note that several teachers contacted the researcher about the survey and overwhelmingly supported the idea of using technology to teach the Civil War. Several discussed the strategies they use and how using technology is appropriate for teaching the Civil War and promoting student inquiry. This solidified, in the mind of the researcher, the importance of using technology for the teaching of the Civil War. Additionally, it motivated the researcher to being to collaborate with other institutions to develop and present professional development sessions on effective uses of technology for teaching the Civil War. This

allows theory and practice to be aligned to meet the needs of those teachers who are struggling to understand how to best integrate technology into their instruction. After all, in order to have students be engaged in “doing history,” their teachers must first understand how to “do history” and engage in historical inquiry, particularly when it comes to the Civil War.

Appendix A Pa History Standards

8.1.9. GRADE 9	
<p>B. Analyze and interpret historical sources.</p> <ul style="list-style-type: none"> • Data in historical and contemporary maps, graphs, and tables • Visual data in historical evidence <p>C. Analyze the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Illustrations in historical documents and stories 	<p>D. Author or source used to develop historical narratives</p> <p>D. Analyze and interpret historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Primary sources • Secondary sources
8.2.9. GRADE 9	
<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Andrew Curtin) • Military Leaders (e.g., George Meade, George McClellan, John <u>Hartranft</u>) <p>B. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., The "Gettysburg Address") • Artifacts, Architecture and Historic Places (e.g., Gettysburg) 	<p>C. Identify and analyze how continuity and change have influenced Pennsylvania history from the 1787 to 1914.</p> <ul style="list-style-type: none"> • Politics (e.g., Fugitive Slave Act) <p>D. Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., impact of war) • Military Conflicts (e.g., the Civil War)
8.3.9. GRADE 9	
<p>A. Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson) • Military Leaders (e.g., Robert E. Lee, Ulysses S. Grant) • Innovators and Reformers (e.g., Frederick Douglass) <p>B. Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Documents (e.g., Fugitive Slave Law, Emancipation Proclamation) • 19th Century Writings and Communications (e.g., Stowe's <i>Uncle Tom's Cabin</i>) • Historic Places (e.g., Underground Railroad sites) 	<p>C. Analyze how continuity and change has influenced United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Politics (e.g., election of 1860) • Social Organization (e.g., antislavery movement) • Women's Movement (e.g., roles in the Civil War) <p>D. Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., wartime confiscation of private property, abolitionist movement, Reconstruction) • Ethnic and Racial Relations (e.g., slavery and the Underground Railroad, draft riots) • Military Conflicts (e.g., Civil War)

Appendix B Survey Instrument

The purpose of this survey is to examine the current impact of digital (online) primary history resources on the teaching of the Civil War. This survey represents a first step in determining the influence of the Internet and digital historical resources in the teaching of history and the American Civil War. The survey consists of four sections. Please complete all four sections of this online survey and once complete, please click the submit button to complete the survey. Thank you for your participation. I appreciate your time and effort. Your input and answers will help in my understanding of how teachers are or are not using digital historical resources and will allow me to make recommendations about technology use in social studies classrooms. If you have any questions or would like additional information please feel free to email me at beeghleyj@duq.edu.

Demographic Information.

1. What is your gender? [MALE/FEMALE]
2. How many years have you been a teacher? [0-5; 6-10;11-15;16-20;21-25;25+]
3. Which of the following best describes the size of your building? [small (less than 500 students); medium (500-1,000 students); large (1,000 + students)]
4. Where is your school located geographically? [rural, urban, suburban]
5. During what 9 week period (s) do you primarily cover the topic of the Civil War? [1st, 2nd, 3rd, 4th]
6. Which grade(s) do you primarily teach the Civil War?

_____ 5 th	_____ 9 th
_____ 6 th	_____ 10 th
_____ 7 th	_____ 11 th
_____ 8 th	_____ 12 th

7. Please indicate your highest education level
_____ Bachelors Degree _____ Masters Degree _____ Doctorate Degree

Part 1: Frequency of Use of Digital Historical Resources for Teaching the Civil War

For the purpose of this survey, digital historical resources are primary sources that have been digitized and are available in a hypertext format. For example, a digitized copy of President Lincoln's Gettysburg Address available from the Library of Congress website would be considered a digital historical resource.

- 1. How often do you access digital primary historical resources to conduct any or all of the following activities? Use the descriptions below (1-5).**

(1= Very Often, 2= Often, 3= Sometimes, 4=Infrequently, 5= Never)

I access the Web in order to

- _____ find historical resources that would otherwise be difficult to locate.
- _____ enhance my general understanding of history.
- _____ conduct specific historical inquiry.
- _____ identify sites and primary sources for me to use in class (e.g. for preparing lectures, handouts, etc.).
- _____ identify sites and primary sources for my students to use in class (e.g. for students to conduct historical inquiry).

- 2. How often do you use the following types of digital historical primary sources from the Web? Use the descriptions below (1-5).**

(1= Very Often, 2= Often, 3= Sometimes, 4=Infrequently, 5= Never)

_____ Historical texts (e.g. constitutions, proceedings, laws, census materials, speeches, letters, newspapers, songs, and diaries)

_____ Historical images (e.g. painting, lithographs, photographs, maps and cartoons)

_____ Audio/video recording. (e.g. newscast speeches, meetings, and songs)

3. How often do your students undertake the following tasks when analyzing primary sources? Use the descriptions below (1-5).

(1= Very Often, 2= Often, 3= Sometimes, 4=Infrequently, 5 =Never)

My students

_____ interrogate historical data given the context in which it was created.

_____ test the data source for its credibility, authority, authenticity, and completeness.

_____ detect and evaluate bias, distortion, and propaganda.

_____ examine the source to compare and contrast details with other sources of information.

_____ examine the source to learn about key individuals, events, and ideas from the past.

4. How often do you use the following types of technology in your teaching of the Civil War? Use the descriptions below (1-5).

(1= Very Often, 2= Often, 3= Sometimes, 4=Infrequently, 5= Never)

_____ streaming video such as United Streaming:

_____ Webquests

_____ primary source documents

_____ lesson plans

_____ communicating with others via videoconference

_____ digital historical field trips

_____ blogs or wikis

_____ creating web pages for instruction

_____ podcasts

5. To what extent do you use digital (online) primary historical sources when teaching about the Civil War? Please check one.

_____ every day

_____ once a month

_____ once or twice a week

_____ a few times a year

_____ 2-3 times a month

_____ never

6. How aware are you of digital historical resources for the teaching of the Civil War?

(1 = Very Aware, 2 = Somewhat Aware, 3 = Aware, 4 = Somewhat Unaware, 5 = Unaware)

7. Using the following levels please indicate your familiarity with these web sites. (Select one number for each web site)

(1 = Very Familiar, 2 = Somewhat Familiar, 3 = Familiar, 4 = Somewhat Unfamiliar, 5 = Unfamiliar)

_____ American Memory (<http://memory.loc.gov>)

_____ The Valley of the Shadow (<http://jefferson.village.virginia.edu/vcdh>)

_____ The National Archives

_____ Documenting the American South (<http://docsouth.unc.edu>)

_____ The Digital History Project (<http://www.digitalhistory.uh.edu/>)

_____ History Matters (<http://historymatters.gmu.edu/>)

_____ PBS Civil War site (<http://www.pbs.org/civilwar/>)

_____ Civil War Preservation Trust (<http://www.civilwar.org>)

_____ Civil War Interactive (<http://www.civilwarinteractive.com/>)

_____ American Civil War Homepage (<http://sunsite.utk.edu/civil-war/cwarhp.html>)

_____ Gilder Lehrman Institute of American History (<http://www.gilderlehrman.org/index.html>)

_____ Pennsylvania in the Civil War Site (<http://www.pa-roots.com/~pacw/>)

- _____ Selected Civil War Site Photographs (<http://memory.loc.gov/ammem/cwphtml/cwphome.html>)
- _____ Women of the American Civil War Site (<http://americancivilwar.com/women/women.html>)
- _____ Teaching the Civil War with Technology Blog (<http://www.littlestregular.com/blog/>)

8. Using the following levels please indicate your how often (if ever) you use these web sites. (Select one number for each web site)

- 1= My students and I have accessed this site to conduct historical analysis in class.*
- 2= I have used this site to conduct historical analysis, but my students have not.*
- 3= My students and/or I have visited this site, but we have not used it to conduct historical analysis.*
- 4= I have never used this web site, but I have heard of it.*
- 5=I have never heard of this site.*

- _____ American Memory (<http://memory.loc.gov>)
- _____ The Valley of the Shadow (<http://jefferson.village.virginia.edu/vcdh>)
- _____ The National Archives
- _____ Documenting the American South (<http://docsouth.unc.edu>)
- _____ The Digital History Project (<http://www.digitalhistory.uh.edu/>)
- _____ History Matters (<http://historymatters.gmu.edu/>)
- _____ PBS Civil War site (<http://www.pbs.org/civilwar/>)
- _____ Civil War Preservation Trust (<http://www.civilwar.org>)
- _____ Civil War Interactive (<http://www.civilwarinteractive.com/>)
- _____ American Civil War Homepage (<http://sunsite.utk.edu/civil-war/cwarhp.html>)
- _____ Gilder Lehrman Institute of American History (<http://www.gilderlehrman.org/index.html>)
- _____ Pennsylvania in the Civil War Site (<http://www.pa-roots.com/~pacw/>)
- _____ Selected Civil War Site Photographs (<http://memory.loc.gov/ammem/cwphtml/cwphome.html>)
- _____ Women of the American Civil War Site (<http://americancivilwar.com/women/women.html>)
- _____ Teaching the Civil War with Technology Blog (<http://www.littlestregular.com/blog/>)

9. Other than those listed in Question #6, please list any additional web sites you have used to access primary sources related to the Civil War on the Web.

Part 2: Rationale for Using Digital Historical Resources for Teaching the Civil War

1. Please indicate the importance of the following teaching methods. Use the descriptions below (1-5)

(1= Very Important, 2= Important, 3= Neutral, 4= Unimportant, 5=Very Unimportant)

- _____ lecture
- _____ discussion
- _____ student inquiry
- _____ collaborative learning

2. Please indicate the importance of the following statements about your philosophy on using primary sources. Use the descriptions below (1-5).

(1= Very Important, 2= Important, 3=Neutral, 4= Unimportant, 5=Very Unimportant)

Reading and analyzing primary source documents helps my students

- _____ understand essential facts, concepts and generalizations in history.
- _____ succeed on standardized tests.
- _____ develop their historical thinking skills.
- _____ question historical truths and engage in historical interpretation or revisionism.
- _____ understand the experiences and conditions of the period being studied.

3. If you do not use primary historical sources from the Web or your use is limited please indicate why. Use the descriptions below (1-5)

(1= Very Important, 2= Important, 3=Neutral, 4= Unimportant, 5=Very Unimportant)

- I do not have the time to search the Web to locate specific primary sources.
- There are just too many sites on the Web to locate good materials.
- Primary sources (online or offline) are not appropriate for my course.
- I do not have the preparation necessary to use historical documents in my class.
- I do not have the preparation necessary to use the Web in my class.
- I do not have the access to the Web.
- other (please specify) _____

4. Please indicate the importance of changes in your school or classroom that would make you more likely to use digital primary historical resources. Use the descriptions below (1-5)

(1= Very Important, 2= Important, 3=Neutral, 4= Slightly Important, 5=Not Important)

- More computers with access to the Web in my classroom
- Training on how to use primary source documents
- More time in the curriculum to study historical documents
- Fewer standards and standardized tests
- More training on how to search for and locate web-based resources
- Training on how to manage my classroom when using the Web
- Other (please specify) _____

5. Please indicate the extent to which you agree or disagree that each statement expresses a difference between online and offline primary historical resources. Use the descriptions below (1-4)

(1= Strongly Agree, 2= Agree, 3=Neutral, 4 = Disagree, 5 = Strongly Disagree)

Online historical resources are _____ than offline historical resources

- more accessible
- easier to use
- more flexible
- better organized
- more dynamic
- more engaging

6. Please indicate the number that best describes the extent to which you agree or disagree with the following statements regarding online historical resources.

(1= Strongly Agree, 2= Agree, 3=Neutral, 4 = Disagree, 5 = Strongly Disagree)

- The Web allows access to previously unattainable sources
- The Web has changed how I use primary sources in my class
- The availability of pictures and videos is a good reason for using the Web
- The availability of hypertext documents is a good reason for using the Web
- Using online primary sources leads to increased preparation time
- Because of the Web I include more primary sources in my teaching than in the past
- It is frustrating locating useful sources on the Web
- Online sources give students a richer sense of historical experiences and conditions
- There is no difference teaching with online and off line primary historical resources

7. Please rank the following reasons why you use digital historical resources for teaching the Civil War.

(1 being the highest reason and 5 being the least reason for implementing. If you do not use digital historical resources, please select 0.)

- Required by District
- Required by state standards
- Required by Building Principal
- Required by Curriculum
- Own Initiative

- 8. Please rank the method(s) of technology training that you have undergone.**
(1 being the most common method and 8 being the least common method of training.)
- _____ District-led workshop
 - _____ Intermediate Unit-led workshop
 - _____ Collegiate course
 - _____ One-on-one tutorial
 - _____ Web-based tutorial
 - _____ Text-based tutorial
 - _____ Conference hands-on workshop
 - _____ Conference presentation

- 9. Please identify your response to the following statements:**
I feel confident in my personal use of technology. (Y/N)
I feel confident in my professional use of Internet resources in teaching the Civil War. (Y/N)

Part 3: Barriers to Using Digital Historical Resources for Teaching the Civil War

- 1. Please rate the following obstacles digital historical resources into your teaching according to your experiences. 1 is an obstacle that least inhibits your use and 5 is an obstacle that most inhibits your use.**

- _____ Lack of knowledge about integrating technology into instruction
- _____ Lack of knowledge about the availability of digital historical resources for the teaching of the Civil War
- _____ Lack of expectations for the use of technology in social studies by school leaders
- _____ Lack of awareness of the instructional potential of digital historical resources
- _____ Lack of access to technology within the building to effectively integrate digital historical resources into my classes
- _____ Lack of access to technology within my classroom to effectively integrate digital historical resources into my classes
- _____ Adequate Internet bandwidth necessary to implement digital historical resources
- _____ Lack of time to implement digital historical resources
- _____ Lack of time to locate and evaluate digital historical resources
- _____ Access to relevant online resources such as UnitedStreaming that I can use in my instruction
- _____ Access to relevant software that I can use in my instruction
- _____ Access to computer training that is directly related to integrate computers into my courses and instruction.
- _____ Professional support from my building/district related to integrating technology in my instruction.
- _____ Technical support from my building/district
- _____ Superintendent's position on the integration of technology into instruction
- _____ Principal's position on the integration of technology into instruction

Thank you for completing this survey. As a Thank You for completing the survey the following is a link to a website containing resources for teaching the Civil War.

<http://teachthecivilwar.wikispaces.com>

Appendix C

Lee, Doolittle, and Hicks Survey Instrument

National Survey Of The Uses Of Digital Historical Resources

The purpose of this survey is to examine the current impact of digital (online) primary history resources on the teaching of social studies. A great deal has been written about the potential of the World Wide Web. This survey represents a first step in determining the influence of the Web in the teaching of history and social studies. The survey consists of 3 sections. Please complete all 3 sections and return the completed survey in the enclosed stamped envelope. You may use pencil or pen. Thank you for your participation. We appreciate your time and effort. Your input and answers will help in our understanding of how teachers are or are not using the Web and will allow us to make recommendations about the allocation of resources in social studies. If you have any questions or would like additional information please feel free to email either one of us.

John K. Lee, jklee@gsu.edu, Georgia State University
David Hicks, hicks@vt.edu, Virginia Polytechnic Institute and State University
March 2002

Part 1. Demographic Information.

1. Which of the following social studies courses do you teach? Check all that apply.

American history World history Geography Economics
 Government/Civics Psychology Sociology
 Other (_____)

2. Which grade(s) do you teach?

6th 8th 10th 12th
 7th 9th 11th

3. Your Education level:

Degree level	Major (s)	Minor (s)
Associate		
Bachelors		
Masters		
Doctorate		

4. How many years have you been teaching social studies?

_____ years

5. Your age:

25 or younger 26 - 30 31 - 40 41 - 50 over 50

6. Your gender:

Male Female

7. Characteristics of your school

Location of your school (check one) urban suburban rural

Size of the student body (check one)

small (under 500) medium (500-1500) large (over 1500)

How would you characterize the Socio Economic Status (SES) of the student population in your school?

low SES middle SES upper SES varied

Racial composition of the student body (check one) predominantly black predominantly white predominantly Hispanic multiracial

Part 2. Teaching social studies and the use of non-web based primary historical sources

- 1. Please indicate the importance of the following teaching methods. Use the descriptions below (1-5) (1= Very Important, 2= Important, 3= Neutral, 4= Slightly Important, 5=Not Important)**

lecture
 discussion
 student inquiry
 collaborative learning

- 2. Please indicate the importance of the following statements about the purpose of history and social studies. Use the descriptions below (1-5)**

(1= Very Important, 2= Important, 3= Neutral, 4= Slightly Important, 5=Not Important)

In my opinion is the purpose of studying history and social studies is to

encourage individual growth
 progress towards a more equal society
 insure an understanding of common knowledge
 maintain freedom and equality for all

- 3. Please indicate the importance of the following statements about why your students learn history and social studies. Use the descriptions below (1-5)**

(1= Very Important, 2= Important, 3= Neutral, 4= Slightly Important, 5=Not Important)

My students learn history and social studies in order to

acquire knowledge of basic facts.
 develop a sense of time.
 challenge accepted versions of history.
 conduct historical inquiry.
 make connections between the past and the present.
 understand the story of America.

- 4. To what extent do you use primary historical sources in your social studies class? Please check one.**

every day
 once a month
 once or twice a week
 a few times a year
 2-3 times a month
 never

- 5. Please indicate the importance of the following statements about your philosophy on using primary sources. Use the descriptions below (1-5).**

(1= Very Important, 2= Important, 3=Neutral, 4= Slightly Important, 5=Not important)

Reading and analyzing primary source documents helps my students

understand essential facts, concepts and generalizations in history.
 succeed on standardized tests.
 develop their historical thinking skills.
 question historical truths and engage in historical interpretation or revisionism.
 understand the experiences and conditions of the period being studied.

6. How often do you use the following types of historical primary sources? Use the descriptions below (1-5).

(1= Very Often, 2= Often, 3= Sometimes, 4=Infrequently, 5= Never)

- Historical texts (e.g. constitutions, proceedings, laws, census materials, speeches, letters, newspapers, songs, diaries)
- Historical images (e.g. painting, lithographs, photographs, films, maps and cartoons)
- Audio/video recordings. (e.g. newscasts, speeches, meetings, and songs)

7. How often do your students undertake the following tasks when analyzing primary sources? Use the descriptions below (1-5).

(1= Very Often, 2= Often, 3= Sometimes, 4=Infrequently, 5 =Never)

My students

- interrogate historical data given the context in which it was created.
- test the data source for its credibility, authority, authenticity, and completeness.
- detect and evaluate bias, distortion, and propaganda.
- examine the source to compare and contrast details with other sources of information.
- examine the source to learn about key individuals, events, and ideas from the past.

Part 3 Specific uses of digital (online) historical resources

1. To what extent do you use digital (online) primary historical sources in your social studies class? Please check one.

- every day
- once a month
- once or twice a week
- a few times a year
- 2-3 times a month
- never

2. How often do you access digital primary historical resources to conduct any or all of the following activities? Use the descriptions below (1-5).

(1= Very Often, 2= Often, 3= Sometimes, 4=Infrequently, 5= Never)

I access the Web in order to

- find historical resources that would otherwise be difficult to locate.
- enhance my general understanding of history.
- conduct specific historical inquiry.
- identify sites and primary sources for me to use in class (e.g. for preparing lectures, handouts, etc.).
- identify sites and primary sources for my students to use in class (e.g. for students to conduct historical inquiry).

How often do you use the following types of historical primary sources from the Web? Use the descriptions below (1-5).

(1= Very Often, 2= Often, 3= Sometimes, 4=Infrequently, 5= Never)

- Historical texts (e.g. constitutions, proceedings, laws, census materials, speeches, letters, newspapers, songs, and diaries)
- Historical images (e.g. painting, lithographs, photographs, maps and cartoons)
- Audio/video recording. (e.g. newscast speeches, meetings, and songs)

3. Please list web sites you have used to access primary sources on the Web.

4. Using the following levels please indicate how often (if ever) you use these web sites. (Select one number for each web site)

1= My students and I have accessed this site to conduct historical analysis in class.

2= I have used this site to conduct historical analysis, but my students have not.

3= My students and/or I have visited this site, but we have not used it to conduct historical analysis.

4= I have never used this web site, but I have heard of it.

5=I have never heard of this site.

_____ American Memory (<http://memory.loc.gov>)

_____ The Valley of the Shadow (<http://jefferson.village.virginia.edu/vcdh>)

_____ The Avalon Project at Yale Law School (<http://www.yale.edu/lawweb/avalon/avalon.htm>)

_____ Documenting the American South (<http://docsouth.unc.edu>)

_____ The New Deal Network (<http://newdeal.feri.org>)

_____ The Oyez Project (<http://oyez.nwu.edu>)

_____ The Digital National Security Archive (<http://nsarchive.chadwyck.com/>)

5. Please indicate the extent to which you believe that each statement expresses a difference between online and offline primary historical resources. Use the descriptions below (1-4)

(1= Very true, 2= True, 3= Neutral, 4= Slightly true, 5=Not true)

Online historical resources are _____ than offline historical resources

_____ more accessible

_____ easier to use

_____ more flexible

_____ better organized

_____ more dynamic

_____ more engaging

6. If you do not use primary historical sources from the Web or your use is limited please indicate why. Use the descriptions below (1-5)

(1= Very Important, 2= Important, 3=Neutral, 4= Slightly Important, 5=Not important)

_____ I do not have the time to search the Web to locate specific primary sources.

_____ There are just too many sites on the Web to locate good materials.

_____ Primary sources (online or offline) are not appropriate for my course.

_____ I do not have the preparation necessary to use historical documents in my class.

_____ I do not have the preparation necessary to use the Web in my class.

_____ I do not have the access to the Web.

_____ other (please specify) _____

7. Please indicate the importance of changes in your school or classroom that would make you more likely to use digital primary historical resources. Use the descriptions below (1-5)

(1= Very Important, 2= Important, 3=Neutral, 4= Slightly Important, 5=Not Important)

_____ More computers with access to the Web in my classroom

_____ Training on how to use primary source documents

_____ More time in the curriculum to study historical documents

_____ Fewer standards and standardized tests

_____ More training on how to search for and locate web-based resources

_____ Training on how to manage my classroom when using the Web

_____ Other (please specify)

8. Please circle the number that best describes the extent to which you agree or disagree with the following statements regarding online historical resources.

(1= Strongly Disagree, 2= Disagree, 3=Neutral, 4 = Agree, 5 = Strongly Agree)

SD	D	N	A	SA		
					The Web allows access to previously unattainable sources	1
2	3	4	5			
					The Web has changed how I use primary sources in my class	1
2	3	4	5			
					The availability of pictures and videos is a good reason for using the Web	1
2	3	4	5			
					The availability of hypertext documents is a good reason for using the Web	1
2	3	4	5			
					Using online primary sources leads to increased preparation time	1
2	3	4	5			
					Because of the Web I include more primary sources in my teaching than in the past.....	1
2	3	4	5			
					It is frustrating locating useful sources on the Web	1
2	3	4	5			
					Online sources give students a richer sense of historical experiences and conditions.....	1
2	3	4	5			
					There is no difference teaching with online and off line primary historical resources.....	1
2	3	4	5			

Thank you for completing this survey. If you would like to participate in follow-up interviews, please write your name phone number and/or email address below. This is optional.

Name _____

Email address _____ Phone _____

We would appreciate any additional comments concerning the content of this survey.

Appendix D
Survey of Social Studies Faculty: Technology Beliefs and Practices



DUQUESNE UNIVERSITY

**Appendix E
Principal Letter**

SCHOOL OF EDUCATION
PITTSBURGH, PA 15282-0321

DATE

Dear Principal,

One of your teachers is being asked to participate in a study that is examining K-12 teachers' use of digital historical resources for the teaching of the American Civil War in the state of Pennsylvania. This study is being conducted as part of my doctoral dissertation process at Duquesne University's School of Education and has received University IRB approval. No prior study has been conducted to determine the usage of digital historical resources for the teaching of the Civil War in Pennsylvania. I am asking that you assist me in conducting this study by delivering the enclosed letter(s) to the teacher(s) within your building who teach about the American Civil War.

As a participant, the teacher will be asked to go to a URL on the Internet in order to take a web-based survey. This survey will take about 20 minutes to complete. It is hoped that a total of 90 teachers from south central Pennsylvania will participate in this study. Teachers will not be asked their name during the survey and all answers will be kept confidential. There are no risks at all to you or your teachers from taking part in the survey. In the first section of the survey, participants will be requested to enter demographic information. While there may be a possibility of identifying an individual building or teacher based on this information, all demographic data and subject responses

will be kept confidential. No building or teacher information will be revealed within the study.

Please ask your teacher(s) to complete the survey within the next ten days. Your help in gathering this information and their prompt reply to this survey is greatly appreciated.

Sincerely,

James Beeghley



**Appendix F
Teacher Letter**

DUQUESNE UNIVERSITY

SCHOOL OF EDUCATION
PITTSBURGH, PA 15282-0321

DATE

Dear Teacher,

You are being asked to participate in a study that is examining K-12 teachers' use of digital historical resources for the teaching of the American Civil War in the state of Pennsylvania. This study is being conducted as part of my doctoral dissertation process at Duquesne University's School of Education and has received University IRB approval. No prior study has been conducted to determine the usage of digital historical resources for the teaching of the Civil War in Pennsylvania. There are no risks at all to you from taking part in the survey.

As a participant, you will be asked to go to the URL listed below on the Internet in order to take a web-based survey. This survey will take about 20 minutes to complete. These questions will ask about your usage of digital historical resources in your classroom and any barriers you have encountered. You will not be asked your name on the questionnaire and all answers will be kept confidential. In the first section of the survey, you will be requested to enter demographic information. While there may be a possibility of identifying an individual building or teacher based on this information, all demographic data and subject responses will be kept confidential. No building or teacher information will be revealed within the study.

Please complete the survey within the next ten days. Your prompt reply in helping to gather this information is greatly appreciated. As an encouragement for completing the survey, once you have completed the survey, a URL to a unique website containing links to numerous Civil War resources will be provided to you.

Sincerely,

James Beeghley

URL GOES HERE



Appendix G
Principal Follow Up Letter
DUQUESNE UNIVERSITY

SCHOOL OF EDUCATION
PITTSBURGH, PA 15282-0321

DATE

Dear Principal,

On _____, you should have received a letter indicating that one of your teachers is being asked to participate in a study that is examining K-12 teachers' use of digital historical resources for the teaching of the American Civil War in the state of Pennsylvania. Since I have not heard from everyone selected for the study, I am sending this second letter to ask for your help. This study is being conducted as part of my doctoral dissertation process at Duquesne University's School of Education and has received University IRB approval. No prior study has been conducted to determine the usage of digital historical resources for the teaching of the Civil War in Pennsylvania. I am asking that you assist me in conducting this study by delivering the enclosed letter(s) to the teacher(s) within your building who teach about the American Civil War.

As a participant, the teacher will be asked to go to a URL on the Internet in order to take a web-based survey. This survey will take about 20 minutes to complete. It is hoped that a total of 90 teachers from south central Pennsylvania will participate in this study. Teachers will not be asked their name during the survey and all answers will be kept confidential. There are no risks at all to you or your teachers from taking part in the survey. In the first section of the survey, participants will be requested to enter

demographic information. While there may be a possibility of identifying an individual building or teacher based on this information, all demographic data and subject responses will be kept confidential. No building or teacher information will be revealed within the study.

Please ask your teacher(s) to complete the survey within the next ten days if they have not already done so. Your help in gathering this information and their prompt reply to this survey is greatly appreciated.

Sincerely,

Jim Beeghley

Appendix H IRB Approval



DUQUESNE UNIVERSITY

INSTITUTIONAL REVIEW BOARD
424 RANGOS BUILDING ♦ PITTSBURGH PA 15282-0202

Dr. Paul Richer
Chair, Institutional Review Board
Human Protections Administrator
Phone (412) 396-6326 Fax (412) 396-5176
e-mail: richer@duq.edu

March 28, 2008

Mr. James Beeghley
PO Box 537
Mechanicsburg PA 17055

Re: "An examination of the use of digital historical resources for the teaching of the Civil War in south central Pennsylvania public schools" (Protocol # 08-42)

Dr. Mr. Beeghley:

Thank you for submitting your research proposal to the IRB.

Based upon the recommendation of IRB member, Dr. Sarah Peterson, along with my own review, I have determined that your research proposal is consistent with the requirements of the appropriate sections of the 45-Code of Federal Regulations-46, known as the federal Common Rule. The intended research poses no greater than minimal risk to human subjects. Consequently, the research is approved under 45CFR46.101 and 46.111 on an **expedited** basis under 45CFR46.110.

The consent form is attached with IRB approval and expiration date. If you want to use it on the web site, you can scan it pdf. Even if you choose not to show the stamped form on line, you should keep a copy for yourself.

The approval must be renewed in one year as part of the IRB's continuing review. You will need to submit a progress report to the IRB in response to a questionnaire that we will send. In addition, if you are still utilizing your consent form in one year, you will need to have it renewed. In correspondence please refer to the protocol number shown after the title above.

If, prior to the annual review, you propose any changes in your procedure or consent process, you must inform the IRB of those changes and wait for approval before implementing them. In addition, if any unanticipated problems or adverse effects on subjects are discovered before the annual review, they must be reported to the IRB Chair before proceeding with the study.

When the study is complete, please provide us with a summary, approximately one page. Often the completed study's Abstract suffices. You should retain a copy of your research records, other than those you have agreed to destroy for confidentiality, over a period of five years after the study's completion.

Thank you for contributing to Duquesne's research endeavors.

If you have any questions, feel free to contact me at any time.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Paul Richer".

Paul Richer, Ph.D.

C: Dr. Sarah Peterson
Dr. Joseph Kush
IRB Records

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