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Variants of eLearning Techniques and Effective Teachings of Social Studies in Higher Education in Nigeria

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Abstract: ICT revolution has stimulated eLearning to be an option for education delivery especially for distant learners. COVID-19 pandemic has accentuated its adoption, onsite learners inclusive. However, the perception of a low comparative effectiveness of eLearning learning has been critical issues among stakeholders. The researchers investigate the effect of three models of eLearning delivery platform on learning outcomes in social studies in Nigeria. Learning Management System, Web 2.0 and Mobile learning Applications were instructional packages while knowledge and retention were learning outcomes under investigation. The study adopts non-equivalent pre-test, post-test control group research design. Learners who were exposed to the three eLearning techniques were experimental groups, while those who were exposed to face-to-face (f2f) instructional delivery was the control group. Participants were drawn from four degree awarding higher institutions in southwestern Nigeria through purposive sampling techniques. Two of the selected schools were full-fledged universities, while the other two were colleges of education, but have mandate to run degree programmes in Social Studies. The results reveal eLearning techniques to be as effective as face-to-face both at knowledge impartation and retention of concepts learnt.

Keywords: Effect, eLearning, techniques, learning outcomes.

Introduction

Social Studies is an eclectic subject and multidimensional in approach. The eclectic nature put education administrators and curriculum planners leverage the eclectic nature to achieve various curricular objectives. The objectives social studies differ across societies, either to alter the status-quo or to reinforce the existing values system. Invariably, the design of Social Studies is rooted in two concepts of “needs” and “defects” which often magnetize innovation or changes in curriculum, “Needs” focus on what a society considers desirable for its survival, while “defects” connotes undesirable elements within the prevailing curriculum framework (Jain, 2005). Defects detected through the process of rigorous analysis and evaluation of curriculum elements.

In Nigeria, the discipline is taught at every level of education, though in varying forms. In many institutions, Social Studies records a high number of applicants. Sim-

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ilarly, a thematic branch of Social Studies is Citizenship Education, taught as a faculty wide course for all students virtually in all higher institutions. Consequently, it has attracted a large number of students. Invariably, the high enrollment exerts pressure on school facilities, thus non-comfortable classrooms are commonplace experiences, and ultimately learning outcomes are compromised.

However, the search for achievement of desired learning outcomes against the challenge of steady increasing enrollment and limited facilities, is a task that Social Studies educators assiduously strive to achieve, bearing in mind that learning outcomes is critical to the realization of Social Studies objectives. Learners are expected to be well rooted in the knowledge of concepts being taught, retain, and transform them to visible behavioral characteristics, transforming into a socially responsible and active citizenship. Understanding that learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or programme (Lesch, 2012), can eLearning techniques provide a viable alternative?

Social Studies instruction is not limited to face-to-face regular students, but also learners in distance education. For conventional undergraduate students, ensuring a robust participation of all learners in classroom discussion, and individualization of instruction constitute critical challenges. For distant learners who operationally, have to congregate in the institution to receive instruction, stress and hazard associated with learners' transits to school location constitute threats to learning. The principle of open and distance learning hinge on flexibility of delivery and economics of scale, which invariable are compromised by a physical presence with its attendant cost. Information and Communication Technology (ICT) revolution has become a cutting edge for instructional delivery system, and it has accelerated institutional drives. A composite combination of afore mentioned factors have inspired adoption of e-learning in teaching and learning, for both onsite and distance learners. This delivery mode grants access to working class; gives room for 'anywhere, anytime' learning; flexibility and individualized instruction where learners can learn at their pace; and the capacity to eliminate restriction of face-to-face delivery mode by removing the barriers of time and space. While it is not out of place to argue that achieving desired learning outcomes seems remote in large Social Studies class, the contention is the quality of eLearning delivery in achieving learning outcome as face-to-face would.

Open and Distance Learning in Nigeria

National Policy on Education (NPE) serves as basis for the adoption and deployment of eLearning. Adoption by institutions is subject to institutional preference, institutional capacity, technology and pedagogical. The regulatory body - National Universities Commission (NUC) ascertain the required facilities and competence is adequate for quality delivery.

Historically, the practices of Open and Distance Education (ODE) has spanned over a century (Adesina, Lanshima, Sule, & Etsegameh, 2018). As far back as 1887, the University of London has provided education access through her correspondence courses to Nigerians who can afford it without traveling to the United Kingdom. Similarly, the history of

university education in Nigeria is arguably rooted in distance education, the University College, Ibadan, an affiliate of the same University of London, was established in 1948, long before the establishment of a full-fledged university in Nigeria in 1960 ([Adesina et al., 2018](#)). What has changed over time is the introduction of technology to drive the delivery.

The commitment to open and distance learning as enshrined in the national policy on education visibly transcend the policy provision with the establishment of National Open—University of Nigeria (NOUN). This has significantly proliferated, and the number continues counting. A substantial number of the conventional universities have transformed to dual-mode institutions, combining face-to-face (f2f) delivery with ICT driven ODL usually refer to as ICT Enabled Supported Blended Learning (IESBL) model as articulated and moderated by NUC. Presently, there are six uni-mode (purely online) universities and eighteen dual-modes (combining f2f delivery with ODL). Adoption hinges on making up demand and supply gap to boost access, desire for learning flexibility, access to leaning and professional development by the working class, and phenomenal restrictions imposed by COVID-19 pandemic ([Quraishi, Asif, Sheeraz, & Amer, 2020](#)).

E-learning Techniques

Globally, eLearning has become a quality, either as a substitute or to complement face-to-face delivery system ([Msowoya, 2022](#)). Report of findings in favour of eLearning technique's effectiveness for teachings proliferate, but sceptics about quality delivery, which consequently impedes adoption. Delivery for eLearning techniques ranges from synchronous (same time, different places) to asynchronous real time (different time, different place). For asynchronous model, learning Management System is widely embraced (LMS). [Gautreau \(2011\)](#) reports reasons for the adoption of Learning Management System as alternate platform for learning. LMS can manage course, organize content to engage students, maximize planning time, and support the instructional process. [Coates, Humphreys, Kane, and Vachris \(2004\)](#) reports increasing efficiency of teaching through delivery of large-scale resource-based learning programme, flexible course delivery, "identification and use of resources, communication and conferencing activities and assessments, collaborative work and student management support."; The technology of LMS is predicated on the constructivist learning theory and allows students active learning, participation and interaction with co-learners, content, instructors and technology; increased expectation of students towards technologies and competitive pressure among institutions; overcoming restrictions or access to distance education, makes education access to cut across the physical classroom and institutional location in a virtual world; and lastly, and the paradigm shift in teaching and learning. In a study of effect of LMS (Blackboard) on students' performance in a computer literacy course by [Martin \(2008\)](#), the result shows that students were able to develop computing skills, and both students and instructors demonstrate that learning outcomes can be enhanced via the use of LMS.

Complementing LMS are other technologies, which may or may not primarily design for learning, but are being adapted. In this study, Web 2.0 and mobile learning devices are

being explored. [Rogers-Estable \(2014\)](#) conceptualizes Web 2.0 as web-based technologies that allow users to generate, view and share content with one another, using virtual social connections. [Wheeler \(2010\)](#) explains Web 2.0 as term used to describe the interactive, participative, and social aspects of World Wide Web. Examples of Web 2.0 include blog, podcast, social networks, wiki, etc.

Increase in student enrolment has invariably increased the diversity of the learners in the online environment. The students constitute a variety of learners with different learning styles. With increased access to digital devices, a good number of learners have turned to the use of web 2.0 technologies. It becomes imperative for learners to turn to these web-based applications because of their scalability as online tools both to teachers and students, and to a large extent, these applications present themselves as 'mundane' devices ([Dede, Dieterle, Clarke-Midura, Ketelhut, & Nelson, 2007](#)). With the current trends and practices in distance education, the relevance of Web 2.0 cannot be ignored. The interactive nature of these software/ applications stimulates a reduction in transactional distance. Interaction in online aided by Web 2.0 reduces a sense of isolation peculiar to distance learners. Attrition rate or drop out among online learners has been attributed to isolationist tendencies ([Dede et al., 2007](#)).

Web 2.0 affords lifelong learning to users. Connection and interaction between learners and instructors is not classroom bound as in face-to-face traditional classroom. Active and effective learning is ongoing outside the classroom with the aid of Web 2.0 technologies ([Rogers-Estable, 2014](#)). The ease of use of Web 2.0 technology is of great advantage. Unlike some other learning tools, faculty members and learners may not need to embark on additional training because a good number have started using them as mundane tools before being adopted for learning purposes. [Rogers-Estable \(2014\)](#) states that Web 2.0 can also enhance classroom management and typical example is Really Simple Syndication (RSS) which is capable of offering instant updates and access to course materials. The design of web 2.0 and its educational applications rests on constructivists and social learning theories. By nature, Web 2.0 is socially constructed, collaborative in nature and supports information gathering processes.

[Hickman, Kane, and Reardon \(2011\)](#) noted that Web 2.0 technologies are characterized by advantages and shortcomings. The benefit side includes ready usability in all areas of higher education. However, this is limited by the rapidity and traffic of use as technologies can quickly become obsolete making it difficult to keep track of the latest development. Furthermore, institutions have no control in the use of Web 2.0 which raises the issue of privacy.

Research findings have shown that instructors acknowledge Web 2.0 to teach and enhance teaching and learning, but curiously are not employing it to teach. [Ajjan and Hartshorne \(2008\)](#) find that faculty members indicate positive view of Web 2.0 and believe that it can improve students' learning and increase classroom interactions but were not using it for their students. [Kimbrell \(2013\)](#) submits that some instructors see new technology as burdensome, rather than utilizing the positive sides. In a study on the impact of Web 2.0, 3.0 and 4.0 technologies on distance education, [Kimbrell \(2013\)](#) concludes that the experience for students by using the technologies is a positive one and can contribute to student's satisfaction in distance education. In the process of the exper-

iment, it was observed that Web technologies promote interaction among students and instructors, enhanced participation in group work, feeling of belonging to the group, verbal reinforcement through the use of podcast, feeling of being in a room (even though wide apart), upfront expectations from the instructors, motivation with engaging assignments and satisfaction by taking responsibility for learning. The instructors on their part were found to become better organized in the discharge of instruction. If Web 2.0 are such productive to teaching and learning, why are they not used?

Rogers-Estable (2014) study provides some clues. Roger-Estable discovers extrinsic and intrinsic barriers to its adoption. Extrinsic barriers are lack of initial experience and time needed to train and practice by new users, while intrinsic factors border on learners' attitude. According to Roger-Estable, belief system, motivation, and confidence rank low as barriers to adoption of Web 2.0. Extrinsic barriers are easy to overcome as shown in the work of Ertmer and Ottenbreit-Leftwich (2010) where teachers having overcome extrinsic barriers, they were able to integrate technology into their classroom teachings successfully. In another study on two English classrooms, Web 2.0 technologies made teachers more efficient, and improved learning experiences. In the study, both teachers and learners demonstrated a high degree of online satisfaction.

Web 2.0 are of different types with varied usefulness. Blog is "content management tools primarily used to build diaries or web sites around some theme or subject area" (Kimbrell, 2013). It is created from applications such as Word-press, Google Docs, etc and contains features like content, entries, comments, discussion, etc. Wiki is online writing space that can be created and edited by any interested persons. Wiki is a freely expandable collection of interlinked web pages, a hypertext system for storing and modifying information. Wiki can be used among learners to promoted collaborative work or used for group work and group project. It is an open source which allows willing individuals to create wiki pages, edit and publish intended work (Lamb, 2004). It allows for easy online content updating, online dictionary, students feedback, and self-assessment, bibliographically organized class or group projects, virtual classes for online collaboration, creation of frequently asked questions for classroom or students. Podcast is a digital audio output available on the internet where users can subscribe to and download with the aid of RSS. It can be listened to via a variety of digital audio devices or desktop computer. Podcast can be used with mobile devices, and hence, can also serve as a means of mobile learning.

Mobile learning involves the use of mobile devices to enable learning anytime and anywhere (Attewell & Savill-Smith, 2005), powered by wireless devices that can be pocketed and utilized wherever learners' device is able to receive unbroken transmission signals. El-Hussein and Cronje (2010) define mobile learning environment as learning based on mobility of technology, mobility of learners and mobility of learning that augments the higher educational landscape. Mobile learning attempts to eliminate the rigidity of traditional classrooms. It is not limited to a particular place and makes more sense when the users of the technology and technology being used are mobile. The relatively lower cost of mobile devices compared to personal computers puts it in a vantage position for learning. As far back as 2012, UNESCO predicted the out selling of personal computers by mobile devices by 2016.

Mobile learning has three fundamental features such as mobility of technology, mo-

bility of learner and mobility of learning. A decade ago, mobile phone was seen as a luxury item, but it is presently considered “a staple of day-to-day life” even in poor communities. The dynamic nature of contemporary society is accentuated by the evolution of mobile devices, which have opened human minds to a new paradigm of learning. It has possibility of altering the old ways community designed school curriculum and broad concepts of teaching and learning. Mobile learning takes various forms and settings. Assignment and other tasks can be designed to enable the use of mobile devices outside the school, or to use them to connect to school content or resources. [UNESCO \(2013\)](#) argues for the continuous, increasing and availability of mobile technologies, and calls for their adoption for teaching and learning.

Purpose of the Study

The study aimed at investigating the significant difference in learning outcomes when students are exposed to eLearning instructional techniques and face-to-face. The occurrence of differences among three eLearning techniques used will also be examined.

Methods

The study adopted a non-equivalent pre-test, post-test control group research design. The design involved four groups - three experimental groups and one control group. The three experimental groups are the Learning Management System (LMS), Web 2.0, (social media) and Mobile Learning Application (MLA), while face-to-face group served as control. The delivery modes are experimental or independent variables, while dependent variables are undergraduate learning outcomes (knowledge and retention) of students in Social Studies. The design for the study is as shown below;

O ₁	X ₁	O ₂	O ₃
O ₄	X ₂	O ₅	O ₆
O ₇	X ₃	O ₈	O ₉
O ₁₀	X ₄	O ₁₁	O ₁₂

Where O₁, O₄, O₇ and O₁₀ represent pre-test for the four groups, while X₁, X₂, X₃ and X₄ represent treatments: 1 (Learning Management System), 2 (Web 2.0), 3 (Mobile Learning Application) and 4 (face-to-face). O₂, O₅, O₈, O₁₁ represent post-test for the four groups, and O₃, O₆, O₉ and O₁₂ represent retention test. The treatment that was administered includes the teaching of selected concepts in Social Studies with the aids of the e-learning strategies. The concepts selected fall under two categories or themes in Social Studies curriculum namely, social issues and problems and citizenship education. The topics are concepts of social problems, poverty, corruption in Nigeria, conflicts and

cooperation, concepts of citizenship, fundamental rights and obligation of citizens and the Nigerian government. The basis of their selection is that they are critical to Social Studies curriculum and the ability of the learner to acquire knowledge, display positive attitude and ability to retain them may likely ensure the realization of Social Studies objectives, national educational goals of equal opportunity for all Nigerians, free and democratic society, a just and egalitarian society and a great and dynamic economy as stated in the National Policy on Education.

Undergraduate students of Social Studies in Southwestern Nigeria Universities and Colleges of Education which offer Bachelor of Education (Social Studies) as a course of study at first degree constitute the study population. Purposive sampling procedure was adopted to select schools used for the study, while simple random sampling technique was used to assign the instructional packages to the schools. Purposive sampling technique was adopted to select institutions because of certain inclusion criteria considered critical to the feasibility of carrying out the study. These are Tai Solarin University of Education, Osun State College of Education, College of Education, Ikere-Ekiti, Obafemi Awolowo University, Ile-Ife.

Results

Hypothesis 1

There is no significance effect of the e-learning techniques (Learning Management System, Web 2.0, and Mobile Learning Application) on undergraduate students' knowledge, of Social Studies in Southwestern Nigeria.

The score obtained by the participants when they were exposed to Achievement Test in Social Studies (ATSS) were subjected to Analysis of Covariance (ANCOVA) to determine the significant effects of the e-learning techniques on students' performance, and also to ascertain whether the hypothesis would be rejected or not rejected. The hypothesis was tested at 0.05 level of significance. The result obtained is presented.

Table 1 shows that there was significant effect of the e-learning techniques (Learning Management System, Web 2.0, and Mobile Learning Application) on undergraduates' knowledge of Social Studies in Southwestern Nigeria ($F = 7.57, p < 0.05$). In other words, when all other things are equal the techniques can be effectively used to teach Social Studies and can stimulate achievement of the knowledge of concepts learnt. The null hypothesis was therefore rejected. In other words, there was a significant effect of e-learning techniques on students' performance in Social Studies in Southwestern Nigeria.

Hypothesis 2

There is no significant effect of the e-learning modes (Learning Management System, Web 2.0, and Mobile Learning Application) on undergraduate students' retention in Social Studies in Southwestern Nigeria.

The scores of the students in the experimental and control groups obtained after administration of Achievements Test in Social Studies were subjected to Analysis of Covariance (ANCOVA) statistics.

Table 2 shows that there was significant effect of the e-learning modes (Learning Management System, Web 2.0, and Mobile Learning Application) on undergraduate students' retention of knowledge of Social Studies content in Southwestern Nigeria ($F = 3.35, p < 0.05$). The inference is that e-learning techniques will aid retention level of students in Social Studies.

Discussions

Studies have consistently supported the effectiveness of eLearning techniques, but challenges of online learning are still widely reported! Covid-19 pandemic activate the magnitude of reported cases of challenges. The meteoric rise in the volume of studies is logically traced to significant increase in numbers of institution which hurriedly resort to online education without adequate preparation. These findings in some quarters energized the untoward perceptions of online learning. Giving the compelling evidence of comparative effectiveness of online learning, one would have expected the issue to be laid to a permanent rest, and thereafter, wide acceptability and adoption. As this may not be the case, quest for supportive evidence rooted in empirical investigation would be a continuous exercise.

The results of the study show that e-learning strategies is effective both for knowledge and retention aspects of learning outcomes. Past studies on effectiveness of e-learning can be broadly categorized into two: (i) those that primarily focuses on the effect of e-learning, and (ii) those that compare relative effectiveness between online and face-to-face delivery modes, especially significant difference between the two. Forgey (2016) observes three design categories of studies in comparing f2f and online learning. The first group compared the effectiveness of online course to its counterpart in f2f. The second group compared learning outcomes of students within a single online practice. The group examined different variables and parameters using a single online course. The third group compared learning outcomes in online practice courses with non-practice courses. Most of the studies focus on LMS as conventional e-learning techniques. On the generic level that comprises vagaries of e-learning devises, such as the work of [Noesgaard and Ørngreen \(2015\)](#); [Finlayson, Maxwell, Caillau, and Tomalin \(2006\)](#); their findings show that e-learning is effective towards acquisitions of knowledge by students. For LMS, the findings enjoy the support of scholars such as [Guy and Lownes-Jackson \(2013\)](#); [Kuo, Song, Smith, and Franklin \(2007\)](#). For MLA, the findings also support the findings of [Alqahtani and Mohammad \(2015\)](#). For Web 2.0., the findings of the study enjoy the support of scholar such as [Blaschke \(2014\)](#). It is rather interesting that, in the literature searched, the researcher did not come across studies that show e-learning is not effective, except those studies that show relative effectiveness between e-learning and face-to-face. Giving the richness and volume of studies supporting effectiveness, the adoption in school should, by law of inference, wholly adoption should be on increasing rate. Also, there are

no known studies that compared relative effectiveness of e-learning techniques that were compared in this study. The studies subject the e-learning techniques to multiple comparisons and find out that all the e-learning techniques were more effective than face-to-face in acquisition of knowledge by the participants.

However, comparisons among e-learning components such as LMS, MLA, and Web 2.0 unknown to the researcher. This could be attributed to the fact that both MLA and Web 2.0 are not primarily designed for teaching and learning, they are emerging technologies in the field of education. The primary uses of these technologies are for social engagement, information sharing, journaling, online materials for research purpose, and communication.

The effectiveness proved in this study presents a plausible justification for its adoption, if not singularly, but to compliment either face-to-face or other eLearning technologies. It is also instructive that a good deal of Web 2.0 technologies are embedded in the main-stream Learning management System. Consequently, this provides a robust eco-system for effective engagement.

The second learning outcome investigated in the study is retention. The findings show that there is a significant effect of e-learning techniques on retention. There are paucity of studies focusing on retention level as a learning outcome. Most studies focused on knowledge and satisfaction in e-learning. However, study by [Pourghaznein, Sabeghi, and Shariatinejad \(2015\)](#) supports the finding of the study that e-learning can be effective towards learners' retention of knowledge. Like studies on knowledge, no known studies confirm ineffectiveness of e-learning techniques towards learners' retention. This has shown the novel aspect of this study and its contribution to body of knowledge in e-learning and distance education.

The findings enjoy support of what has been reported in another context about the effect of eLearning on learning outcome ([Encarnacion, Galang, & Hallar, 2021](#); [Ritonga, Azmi, & Sunarno, 2020](#)). In all the cited studies, eLearning were found to be effective, and even found to be more impacting comparatively to face-to-face.

[Pedroso and Herbuela \(2022\)](#) reports that teaching of social studies online have been documented to be effective in India, the United States, Taiwan, Indonesia, Ghana, Turkey, Vietnam and the Philippines. The findings in this study shows that e-learning techniques rank higher than face-to-face interaction. The likely reasons that could account for this lies in some of what the literature attribute to the benefits of e-learning. Factors that come to mind are the flexibility of e-learning when compared with face-to-face instructional delivery mode. During the process of administration of treatment, participants linked up with the researcher at times considered irregular in f2f mode. A lot of engagements took place in the night and other seemingly odd hours. This phenomenon supports "anywhere, anyplace, anytime" learning. Learning becomes "mundane" activities. Other argument in favour of eLearning, some which are earlier stated in this article, include multimedia presentation of content, accommodation of diversities of learning and a considerable comparative higher population of learners. [Pedroso and Herbuela \(2022\)](#) reports that teaching social studies online will benefit learners towards self-paced learning and time management skills; make up for inadequate of manpower since content are online and accessible remotely; thus, promote student-centered learning; The platform reinforces play teaching

method. Learners were learning, when supposedly they are checking their Facebook account or checking WhatsApp's messages and other activities Pconsidered as having fun and social engagements. Instructors can leverage on this "take-for-granted" use of social media as a way to instill knowledge on the learners. The mode of content design is another rational explanation why e-learning techniques participants rank better. Learning materials were already made available in the LMS. This allows for easy and prompt accessibility by learners as against f2f when learning materials are made available whenever the lecturers deem fit or when the instructors come to class for lecturing.

The study does not only substantiate the effectiveness of eLearning techniques, it also establishes the possibilities of various variants of eLearning technologies, notably Web 2.0 and mobile learning. If not independently, as a viable complements to teaching and learning. As one is not oblivious of the associated negative tendencies, effective design, learning plugins can mitigate the negatives.

Conclusion and Recommendations

The study reveals effectiveness of eLearning in spite of prevalent negative perception by faculty members in the university community. It has proved to be effective in inculcating knowledge and retention of concepts taught in Social Studies in higher education in Nigeria. The study recommends its adoption for effective learning, while efforts to mitigate the associated challenges. Some school authorities especially at secondary school level are averse to the use of mobile phones in school claiming it is disruptive to learning (UNESCO, 2013). The study has shown the underlying benefits of social media, such that their inherent benefits could be exploited, while putting up measures to minimize their negative aspects. Instead of focusing on disruptive tendency, the elements of being used to enhance teaching and learning could be explored. The study has proved that social media and mobile application could be used to compliment LMS and could also be utilized as a separate mode of delivery in e-learning.

There is no doubt, pandemic inspired a phenomenal increase in acceptance of eLearning, far more than what advocacy and research had achieved, evidenced in the unprecedented migration to emergent remote teaching and the aftermath effects on the school system. One is however taken aback by the spontaneity of reversal to face-to-face teaching after the lockdown. Though limitation of infrastructure and expertise of teachers were visible limiting factors, institutions learnt the need to build resilience by investing in on-line learning to absorb future shocks. The degree of capacity building varies and diverse among institutions, culture, demograph and regions. With the increasing rate of technological integration and accessibility to internet, sustained migration to eLearning appears to becoming "conventional". Historical analysis of the incursion of technology to teaching and learning eco-system provides a plausible premise that eLearning is poised to become conventional in looking into the future. It may not be out of place to term what is today described as conventional as become obsolete in not-too-distant future. About thirty years back, internet technology was making inroad to Africa, with the current rate of impact, experience of the next thirty years will mind blowing! The emergence of artificial intel-

ligence, 3d animation and virtual reality will add overwhelming impact to eLearning! The eco-system of technological inroads to learning has become volatile with frequent emergence of new inventions. The time may just be right for stakeholders in teaching of social studies to full embrace of eLearning in school. The empirical support has been overwhelming and compelling.

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