Abstract- This study is based on a discussion paper of 1994-1995 Australian Computer Society and the Australian Council for Computers in Education, Computers in Schools: A Development Framework identified 'mode' of five computer use in schools. Resources - to access information from multiple sources. Tutorial - to gain new knowledge and receive feedback. Exploration and control - to examine and build situations. Support - to communicate and convey information to the audience. Link- for interactive communication between individuals and groups. Interesting and valuable even though the Internet, the computer provides a variety of ways and means to help teachers and students with other learning tasks. This model is broadly comparable to the process of inquiry learning framework outlined in the curriculum and syllabus of History, Studies of Society and Environment (SOSE) or Human Society and the Environment (HSIE) in all states and the Territory and Australia. Therefore, it may be reconfigured in terms of common pedagogy to teachers of subjects. The findings show how this can be done and give examples of computer-related tasks. Some of these require a connection to the World Wide Web, but many can be taken offline.

Keywords: ICT, Inquiry Learning of History

I. Introduction

The arguments for the use of educational computer are interesting. Much research has shown the positive impact that the use of ICT students may have achievement, self-learning and learning attitude throughout the field. There is also evidence that student motivation increased significantly. History teacher found that the effectiveness of the use of computers in the classroom allows them to build a community of students, student-centered learning environment and better meet the needs of the individual.

The research questions are; How ICT can be used to support inquiry-based learning? How do students find historical information on the Internet? Methodology is Qualitative Research (Qualitative Research); Nature Descriptive and Phenomenological.

II. Computers In The Classroom of History

In the face of the task of building the student community, there is reason to be careful about the role of ICT. Australia educator, Tara Brabazon warns that "there has been confusion with educational technology, and learning tools." He supports education plural routes where ICT is part of an overall strategy.[1]

When teaching, there is nowhere to hide. It is raw, sweaty, reality concentrated. This work is so satisfying because many students who attend schools and universities. It is complex to teach students from different backgrounds, as there is no single history, truth and curriculum that can cover all their history. The strategy is to use a highly integrated mixed media, encasing video, audio and text-based print, along with the aroma and texture. From this basis, various literacy welcome. Students ESL (English as a second language) gain confidence through print-based triggers. Film and televisual knowledge helps learning visual and aural texts, such as recorded speech and popular music, serving to slow the lecture forum and enlarge affective experience and usability of public education. Internet can not stand alone as a single mode of teaching delivery. In equip students with intellectual powerful tool, teachers can provide students with opportunities to develop many cognitive skills outlined by Benjamin Bloom and allow them to explore individual learning styles based on Howard Gardner's multiple intelligences.[2]

III. Using ICT To Enhance Learning Based On Investigation

How ICT can be used to support inquiry-based learning. It will be benefits to schools that want to use new and existing technology to support learning both inside and outside the classroom. Outside of the classroom is a world filled with opportunities for learning, creating and exploring learning outside the classroom is about raising achievement through powerful structured approach to learning in which direct experience is essential. It should involve pupils to observe and collect data on living things, using investigation and inquiry skills to solve real-life problems, develop a caring attitude and values and sense of responsibility to the natural world around them.[3]

IV. ICT and Outside The Classroom: Collection of Information

Pupils can use ICT outside the classroom to observe and collect information in different ways. Many of the activities in Kent Bird Watch project was enhanced by using a hand held device. This is the use of data loggers to record light, sound and temperature readings in forest and wetland habitat to use digital video to record the number of birds in playground before and after lunch. Such activity can be completed without access to ICT but made manageable as students use technology to play and accurate review of their work. Challenged to find the reason why birds choose wetlands, coastal habitats or forest, students use ICT throughout the project at all levels to continue their learning. Not limited to just using ICT to present and share their work with others, technology was often used as a stepping stone to solve the next problem. Motivated to learn more about birds and their behaviour typical example students use ICT to continue may be available. After seeing the adult birds
visiting the feeder repeatedly to students studying video clips from nestcams some learn more about the size of broods before visiting the RSPB (Royal Society for the Protection of Birds) to confirm their findings. Such an approach requires young students to have access to and be sure to use a variety of technologies. Advancing these skills teachers appreciate takes time.[3]

Here, for example, is on the history of research on the experience of Australia in World War I, which was based on Gardner's multiple intelligences. With careful planning, the computer can be used for many activities.

<table>
<thead>
<tr>
<th>Multiple Intelligences</th>
<th>Research Task</th>
<th>Example of Possible Computer Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>Read stories, poems, and primary source materials on the war and prepare a speech about Anzac day</td>
<td>Locate information on internet. Use word processor to draft and write speech.</td>
</tr>
<tr>
<td>Logical-Mathematical</td>
<td>Create statistic, graphs and timelines of Australia’s involvement in World War I</td>
<td>Locate data on Internet. Construct graphs using software such as Microsoft Graph. Present to the audience using Microsoft PowerPoint or Similar.</td>
</tr>
<tr>
<td>Spatial Musical</td>
<td>Look up information about the ideas, experiences and attitudes of soldiers in war and/or civilians at home. Draw or illustrate scenes, create recruitment posters, design a memorial or draw cartoons.</td>
<td>Locate examples (such as war memorial) on the Internet. Draw and colour posters, memorial and/or cartoons using Apple Works or similar.</td>
</tr>
<tr>
<td>Musical</td>
<td>Find and/or sing existing songs from World War I or create your own, that reflect the attitudes and ideas of the time.</td>
<td>Locate lyrics and/or sound files of World War I songs on the Internet. Use music notation software or word processor to compose song or write lyrics.</td>
</tr>
</tbody>
</table>

Table 1.1 Frame of Mind


V. What ICT Did Students Use?

During Kent Bird Watch 2010 project students used many sources to answer the key question "where the birds live?" Some sources listed in this article already own school. Much more cheaper. However, when frequent used, students become confident users, this "hand held" technology allows young students to:[3]

- Observe and record events
- Listen to and follow the instructions
- To measure the changes over a period of time in light, sound and temperature
- Plot routes and trails
- Playback and review events

Computer is seen as the engine that can be used on existing structures. Rather than replace the usual approach, ICT offers a teaching and learning tool for improving current pedagogy, implication is that ICT can and should be linked to the sound educational practice.

A. Hand Held Technology

How can students use ICT outside the classroom to collect and record information? Students often have to use ICT to record and collect information. Observation of birds in their natural habitat is a challenge for members of the most experienced ornithologist. Nest and feeding stations are often located in places that are not accessible.

To observe the behavior of bird watchers often to position themselves quite far away and use the zoom lens to study the subject. To overcome this obstacle school purchased some USB Digital Binoculars (cost £ 20-30) for their students to use. Equipped with a zoom lens pupils binoculars to see and take pictures of birds in their school grounds. Digital image is then downloaded and added to student reports and multimedia presentations.[4] What is digiscope? Portable digital microscope now reasonable (cost £ 50) and will enhance any science studies. Students in many classes have access to the Intel microscope. In all the other teachers and students use the visualiser to enlarge and see small objects on the details. However, mobile microscope allows users to move and position objects magnifier to see from any angle. Not all living things want to stay still while they are being observed and pictures. Digital Cameras and Camcorders, one of the big challenges for students is to record and count the birds visiting them school playground.

Some move at great speed. To overcome this problem and other challenges, access to a digital camera is important because events are recorded camera or video recorder can be played back in the classroom. Think flock of birds plus fifty on the playground is a challenge. However, film and play sequence in the 5 or 10 second bursts and activities can then be completed by older pupils paramount. Cameras and camcorders differ in price and quality. However, the flip camera proved to be popular choice as a portable USB arm allows students and teachers to easily upload images to their laptop both inside and outside the classroom.[5]

Voice Recorder, Not all students enjoy or find easy note taking. Some of the activities that need to be done quickly. If it's raining and cold outside students should not be exposed to the elements to make a note. An easy way to get around this is to use a voice recorder as comments can be quickly stored and played back or
deleted in the classroom. During the project the voice recorder has been used by students outside class to:

- relay instructions to their friends
- interview RSPB Education Officer
- record the sound of birds
- explain the different habitat
- record the results of the calculation of training birds
- and pond dipping

Use affordable ‘I Got U’ Map 120 data logger add an exciting new dimension to the project. Creating Routes and Trails using GPS Logger, purchased for enable staff RSPB to create routes and trails around their reserves school quickly realized that data loggers can be used by students accurately map the location of their habitat on school grounds. Following the discovery of more than 20 schools that use loggers to publish local trails on Google Maps.

B. ICT In The Classroom

How can students use ICT in the classroom to analyze and review their learning with others? Students often have to use ICT to publish their results and receive feedback. ICT in the classroom - Asking Questions. An important part of this project is the opportunity to students to ask questions and interview staff RSPB and Kent Other education officials from the Environment Agency. Following each of the planned activities is the same format. Students are given time in class to review the activities (building a nest box, knowing what birds eat) and provide questions. Questions are then presented to the Education Officer and within 5 to 7 days Flash Meeting web conference will take place.[6] Followed on occasions by the students posting questions about the project blog information gathered from the sessions will then be used to help students plan future work.

Publishing and sharing learning with others, in class students use a variety of ICT software and equipment to share their learning with others. This is of use popular software titles (2 Investigate, Text ease database and Excel) to graph data and to use the "free" National Education Network digital source (Flash Meeting, Making News 2, Nen Gallery) to publish student work. To help teachers confident using This application twilight training session led by ASK ICT Hands on Support Consultant and Leading ICT. Teachers take place in around Kent Partnership October / November 2009. To publish and share their learning following their trip to Kent RSPB reserve one school was invited to the court and use "Making the News 2 (MTN2)." Issued with log-in school staff have been given training in creating and using the online student account Media editor. Following the training session students continue to upload and add digital images, video and mp3 to their online work area. Able to log on and access MTN2 students everywhere MTN2 widely used to prepare their reports on house.

C. Classifying and sorting data

During the project Students collected the following data:[6]

- bird foods
- where birds build their nest
- when migrating birds arrive
- birds visiting the school grounds

VI. Encourage Collaboration Between The Schools

Significant element in the work-up in the class is an opportunity for the students to analyze the data they have gathered. To investigate the question "What do birds eat?" Schools were compared with results from an activity dip of Dungeness and North Hill published on the project website to find out if the food supply different for wetland and coastal birds. A common approach has been adopted by schools Maidstone. Set the task to find out the bird food that students eat measured weekly food eaters and published their results on Google shared spreadsheet. A third managed to encourage collaborative learning approach is to use Google Maps created using ‘I Got U 120 GPS Logger’. Investigate the possibility of Robin nests in the school many students save their graphs and tables (created using 2 Investigate and Excel) as JPEG and accompanying the results of their weekly Google map. What do students learn? An online quiz is the best way to collecting information about what has been learned by students? Following a day of activities at Dungeness, North Hill and Teston Park schools were invited to take part in an online quiz. Designed using Google Form, quiz each test the ability of pupils to identify birds and other wildlife present at the center on the day of visit. To add an element of challenge to the each activity quiz was published on the project website for just half an hour. In the students had to respond and answer 15 questions. At the end session quiz page has been withdrawn and the answers given to Google account holders to be marked. Examined and certified the results of each quiz and then published on a website project for all participating schools to see.

VII. Utilizing World Wide Web

Research for the Real Time: Computers, Change and Schooling shows that teachers are among the keenest users of ICT in their class, especially for informational purposes. They use the Internet enthusiastic carry out research and are generally aware of the issues of law, ethics and pedagogy encountered by teachers who use the World Wide Web (WWW). These issues fall into three main categories:[7]

1. possibility that students may access materials obscene, defamatory or pirated;
2. control distribution of such materials through the school network, and specific academic interest in preventing plagiarism;
3. possibility that the government, parents and the community will not support the cost of providing and maintaining school network unless Addressed concerns over content.

The history teacher can support the school computer policy by affirming their skills they have constantly tried to teach. One useful approach is to provide students with a checklist of information analysis. Although the analysis can be done only as a writing assignment, it should be reinforced by the official class discussions before and after the study. In the Internet age it is not the students need more information, but the assessment of the
information and more advanced reflection on its meaning. A grid like the following can accompany such historical research involves the use of the WWW:[7]

Table 1.2 Interrogating Source: A Checklist for Internet Research

<table>
<thead>
<tr>
<th>Task</th>
<th>Interrogation Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locating Information</td>
<td>How did you search precisely for the information you needed?</td>
</tr>
<tr>
<td>Validation of Sources</td>
<td>What is URL? Where did this information come from? Who is the author?</td>
</tr>
<tr>
<td>Motivation</td>
<td>What is the purpose of this material? Why was it published? Does it attempt to persuade, inform, entertain or convince you? How was the author attempted to do this?</td>
</tr>
<tr>
<td>Primary or secondary</td>
<td>Is what you are reading/viewing a primary or a secondary source or a mixture of both? Are the sources reliable and acknowledged?</td>
</tr>
<tr>
<td>Detection of bias</td>
<td>In what way is the material biased? How is the bias evidence? By omissions? By inaccuracies? By language style? Does it present opposing viewpoints or only one point of view? How do you compare it to other sources of information?</td>
</tr>
<tr>
<td>Assessment of relevance</td>
<td>Is all your material of equal value for your questions or task? What part are most useful and least useful for your purpose? Is it too difficult/too easy/sufficient for your purposes? What will you use or discard?</td>
</tr>
<tr>
<td>Distinguishing fact from opinion</td>
<td>Is what you are reading fact or opinion? Are the facts reliable and documented? If there are opinion, upon what evidence are they based?</td>
</tr>
</tbody>
</table>


B. Looking for historical information on the Internet

The Internet allows students to search the library catalog internationally, reviewing the text of the well-known history, as this Treaty of Versailles, which charts the Magna or Ned Kelly 'Jerilderie Letter', and see the holding museum art gallery, famous and scientific institutions in Australia and around the world (see 'Some historians to explore the Web link'). Therefore, it is an incredible repository of information on:[8]

1. The main source of the text-based (such as diaries, letters and government documents)
2. Non-main source text (such as paintings, photographs and artifacts)
3. Secondary sources (such as individual opinion and academic writing).

C. Search

Find information that is reliable and relevant can be time consuming and requires practice. Search engines such as Google (http://www.google.com/), Yahoo! Australia & NZ (http://au.yahoo.com/) or AltaVista Australia (http://au.altavista.com/) have different ways ordering information or may allow unlimited searches. For example, Yahoo! and AltaVista easily allows users to search the web just Australia. Study has found biased search engine when looking for one thing common to use the term related.[9] To alleviate this problem, students must obtain a broad spectrum of information using several different search engines.

Teachers become more familiar with the method of finding and peculiarities of different search engines, better advice, they can offer to their students. They also have to recommend the appropriate search terms before students start internet research. Another way for teachers to give students direction of research is to store the address of your page as a hyperlink on a floppy disk or on the school server. Disk then can be distributed to individuals or groups before visiting the computer room or school library, or students can be directed to a list of hyperlinks on the school server. Discs may also be borrowed and taken home as a reference for homework tasks. Compared with the number of websites designed for direct use or school education, so it is recommended that the History teachers structured research design tasks for their students. Some teachers prefer to do this with software applications WebQuest, TrackStar or Filamentality (see Identifying and analyzing information).[9] Teachers should remind their students that the facts are not the same as evidence and that the Internet can not provide physical access to the article - just to the artifacts and original documents, 'virtual' archives. History teachers should explain the limits to students and lead a discussion about the nature of evidence of the past.

VIII. Conclusion

Therefore, it is a stance that pervades all aspects of life and is essential to the way in which knowledge is created. ICT and inquiry learning are a dynamic process that is open to wonder and puzzlement and coming to know and understand the world. Investigation is based on the belief that understanding is built in the process of people working and talking together as they pose and solve problems, make discoveries and rigorously test the findings arising in the course of shared activity. ICT and inquiry learning study on qualifying questions, issues, problems, or ideas. It are authentic, the real work that someone in the community might address. It is the type of work they are working in the field actually promised to create or build knowledge. Therefore, investigations into serious involvement and active investigation and the creation and testing of new knowledge. Technology used in a determination that shows appreciation for new ways of thinking and doing. Technology is vital to achieve the
task. This study method (ICT and inquiry learning) requires students to determine the most appropriate technology for the task. It requires students to conduct research, share information, make decisions, solve problems, create meaning and communicate with various audiences inside and outside the classroom. The study makes excellent use of digital resources. Students and parents have a continuous, online access to study as it progresses. It requires the use of sophisticated multimedia/ hypermedia software, video, simulation conference, databases, programming, etc. ICT and inquiry learning require students to spend large amounts of time doing field work, design work, labs, interviews, studio work, construction, etc. It requires students to engage in inquiry, real authentic using various media, methods and resources. It requires students to communicate what they learn with various audiences through performances, exhibitions, websites, wikis, blogs, etc.

References