The Movie Maker:
History Teaching For Teachers

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Abstract—This Computer Windows Movie Maker provides the integration of promoting the history education. However, discussion on this software provides a useful and appropriate interpretation of this article. The Movie Maker is software that buys Microsoft as a package. It is a video editing tool that can be used to capture the raw video footage, edit it, and then add titles, transitions and video effects. In its simplest form, Windows Movie Maker also allows users to create still images and sound clips from the movie. Therefore, the purpose of this article is to discuss the turn of ICT particular reference to Windows Movie Maker and history teaching and learning, This article will focus on the opportunity cost impact on the history teachers' professional practice and history education in the integration into Windows Movie Maker in the challenge. Possible solutions to the challenges will be further emphasized.

Keywords-Computer Windows Movie Maker; History Teaching

I. INTRODUCTION

All In the use of information and communication technology (ICT) capacity is a buzzword today's facts, information and communication technology has affected almost all sectors of the global community. For example, most employers want people who have the skills in some ICT when they are looking for potential employees. Therefore, the Ministry of Education White Paper on e-Education said: "Information and communication technology revolution influence curriculum development and delivery, and continues to bring new challenges, the world's education and training system." In this regard, the school as a social institution charged with and development of human resource responsibilities cannot ignore the information and communication technologies into the process of teaching and learning mandates that learners the necessary skills they will need to function and meet the challenges waiting for their needs. It is in this context, educational researcher’s advocated learning and teaching history, especially with other disciplines general information and communication technology integration. [1]

II. FILM AND HISTORY

"Film and history" theme has come a long way since founded in 1976 published historian and movies. In the 1970s, historians are busy with the value of the movie as the main source for the study of contemporary history, for this reason many of the early work focused on the news and documentaries. In the 1980s, attention shifted to the movies, and to what extent it reflects the historical and social conditions, such as the Popular Front in France during World War II, the Great Depression in the United States and the United Kingdom. American and British scholars created later called "the context of film history", because the file data they use to documentary production and reception history. As an advocacy role [2]

The media is a groundbreaking research according to Richard Taylor and David Welch in making movies. Representative nature of film history has been the focus of much academic work over the past two decades. History of film has mobilized its propaganda carried out over the last analysis, the emergence of the role of the national theatre, as well as in the "taste of war", which criticized the controversial place in the middle of the brow, between on the one hand and the popular opinion against the other movies preferences of the viewer.[3] Another tradition, from France and subsequently taken initially produced by the American scholar in the 1990s, has focused on a lesser extent, more characteristics of the film structure and ideology. Writers such as Marcia Landy, Vivian Sobchack and pre prominent, Robert A Rosenstone interested in the movie of its own way in the world history of the construction or put it another way, how to write the history of film.[4]

This historical aspect is worth sketching, not only because Rosenstone makes some controversial claims, movies and history in the search method is still a field. In the film or film history is the history that has engaged his attention since the early 1980s, when he was employed as a historical consultant for the full two distinct studio Rosenstone, the most extensive contributions: the good fight (1983), probably in the low-budget during the Spanish civil War, Lincoln camp and Reds (1982), $45 million Warren Beatty's Oscar-winning John Reed and the Russian Revolution documentary film, which is his to these movie experience, leading to Rosenstone looking beyond the professional historian and movie or take a liberty with the past or simply got it wrong, because those who are ignorant of the history of cinema standard critique of a way to engage in these proposals. Rosenstone explains his practice, therefore it took more than a decade of foundation work thinking and writing about the history of the film the way he realized that this book chapters simple insight: filmmakers can and historians, but (some of them), the necessity of the rules of engagement with their work in the past and must be something that is dominated by those written history different. [5]
Integration in Windows Movie Maker can apply in the history of education to provide learners with an opportunity to create and watch their movies which enhances their historical understanding. In this process, learners get engaged in the production of films a number of tasks, including role-playing or realistic certain historical events. Learning activities, such as role-playing, not just to break the monotony, listening to the teacher about the historical events, but they also serve as attitude enhance learners, because they naturally like to play. Support this, Stirzaker said that her own learners like role playing, and found it to be interesting, when they made a movie. [6] Share the same sentiment is Rob De Lorenzo pointed out that learners become eager to learn history, they adopt a positive attitude and the drama of human history, they see their own fun, rather than learning. [7] In this sense, they learn best, because they are engaged in learning because they want to learn. Based on these quotes, it can be concluded, discipline to keep their better knowledge of the past. Observations from Stirzaker picture, obviously, use Windows Movie Maker films produced learners conceptualize and understand abstract concepts and remote history and events. This is not a show that using other tools or facilities other than Windows Movie Maker can help learners to make movies visualize historical events. However, the basic fact is that by using Windows Movie Maker in the history of learners and teachers can make a movie, they would not find anywhere else, because the main commercial filmmakers interested in film production market. In this regard, historical events are not filmed little consumer interest in the movie seems to be commercial film makers, so Windows Movie Maker in the history of education is extremely important, because this historical event can take learners to further study. By making a movie, learners can easily see the relevance of historical truth of the situation. This is so because they make a movie to watch movies at home portrays a message, not only the knowledge of the past history of the story as described in the text, but these and other forms of knowledge can be explained by the spread of the media.[10]

III. MOVIE AS A TEACHING TOOL IN WINDOWS MOVIE MAKER (WMM)

Windows Movie Maker, included in the history of education for learners to acquire, promotes and practice not only in the discipline of history to learn the necessary skills, but also in other disciplines to create a learning opportunity. As Taylor said "through animation and digital movies, they (students) are hoped to be creative, produce collaborative work, increasingly become powerful writers and building self skills." Learners need to develop these skills in order to effectively and efficiently learn.[9] Integrate Windows Movie Maker in the history of learning and teaching, therefore, to give learners the opportunity to put into practice the abstract theory they learn in the classroom, for example, learners writing and other skills needed to cope with exam questions when such acquisition and practical skills can edit their own movies, they are when editing the movie, they have to write a brief and clear title in Windows Movie Maker, beginning in the title, and at the end of the film, and enhance these skills make notes and summarize.

Windows Movie Maker in by learners is able to produce, to help them to visualize concepts and retain historical events and movies. These may be commercial film manufacturer; historical events due to the lack of attractive profits are not interested. According to Stirzaker, Windows Movie Maker in filmmaking helps learners to understand the history as a discipline to keep their better knowledge of the past.
They just need to know the basics of operating a computer. Jones said he has been using Windows Movie Maker to make a movie with his students for a while. His observation is shown in a few minutes after the learner.

To import the movie into Windows Movie Maker and edit it follows that they can work out the rest for themselves. Clearly, in this context to understand the operation of the learner’s basic knowledge of computers, so they need to use Windows Movie Maker to boot. However, only a few teachers to demonstrate how to modify the facts in Windows Movie Maker movie shows that it is easy to Using this software. History teacher, so you can use Windows Movie Maker and students not on the method of using this technology to guide students to spend too much time.

Windows Movie Maker will help in the integration of history education history teachers and students to achieve the ultimate goal of education are to prepare students for the future. In this regard, Windows Movie Maker exposed learners filmmaking process, requires a variety of skills. These skills include, but are not limited to, the proper use of cameras, film editing and research. Therefore, the integration of information and communication technologies in general and in particular Windows Movie Maker in the teaching and learning of history will open a wide range of employment opportunities for learners. According to the American Historical Association, a career in television and film historian areas may be limited, but rapidly emerging field of more opportunities in the history of the relevant site creation and production of a CD-ROM becomes available. Here, the combination of information and communication technology training and knowledge of history would be valuable. In this sense, the history of the learner through training skills to use Windows Movie Maker plus get a better knowledge of history can put them to work as a filmmaker, documentary editing, and in other areas of their expertise may be needed work. [12]

Windows Movie Maker can also be seen as a history teacher can help put in practice learner-centered teaching methods tools. It is highly encouraged practice today. ICT as an agent of change in teaching practice fully reflect the importance of e-learning in the education White Paper, which sets out the department.

When the teachers and students become an integral part of teaching and learning, information and communication technology is the most effective application. Integrated support for information and communication technology-based educational outcomes, encouraging learner-centered, activity-based education and training. Integration of information and communication technologies requires any teachers engage in reflection and reshaping their curriculum.

IV. EDUCATOR AS FACILITATOR OF WMM METHODS

In this set of learning and teaching, there is the changing role of a teacher from the teacher facilitator. His / her cooperation with learners map Work independently, but the question to ask whether they met the teacher. At the same time, the teacher monitoring procedures to ensure that it is carried out according to plan. In the production of the film, for example, the learner must engage in a number of activities, including the collection of information about historical events, analyze and evaluate such information, the use of video cameras and editing movies in Windows Movie Maker. In all these activities, students work on their own, but the teacher acts as a facilitator. The result is a learner-centered approach is enhanced. The most important is that students master different skills and historical knowledge in the whole process.

Windows Movie Maker allows history teachers should be kept in the audio-visual teaching resource-rich whenever you need to draw from the bank. As the editor of the movie in Windows Movie Maker can be stored in the computer and other removable disks, history teachers can keep the movie for future use. According to Jones, it is easy to record, copy and transfer information to and from digital video cameras and computers. It is in this context, a history teacher in Windows Movie Maker should be used as learning and teaching tools necessary to help them produce and save the corresponding piece of history. The movie is not necessarily the market perceived to explore historical events history teacher, through Windows Movie Maker, history teachers have the opportunity to determine the nature suitable for use in the classroom context of the history of audio-visual products. [13]

Windows Movie Maker lets anyone can connect to the Internet, send users to other users via e-mail their movies. History teacher, so you can swap pieces from each other around the world. According to Jones, as well as from history, such as schools History.co.uk sites connected sites awesome online resources. It is through the use of these links, history teachers can build in the protocol exchange membrane. History teachers in Africa, for example, can fit and proper setting of African students to produce their European counterpart’s movie via e-mail in Africa. These exchange membranes can also be completed by teachers living with a country. In this sense, history teachers across the digital divide, and access historical information from many parts of the world. Internet connection can be connected to history teachers from urban and rural areas at the national and international arena. As a result, learners can benefit from looking at the history of other students to do the film, regardless of their place of residence. [14]

It can help make history as a discipline to keep their place in the school curriculum. In this rapidly changing world, technology is the driving force, has conquered all areas of society, history is not necessarily a stagnant topic, teachers will only use traditional teaching methods. To this end, Windows Movie Maker provides an alternative way to learn the history of the learner. And not just by listening, in the past teacher learning, learners can learn by doing, watching, by using Windows Movie Maker in listening. Significantly affect the education of information and communication technologies in its gist is The Ministry of Education and the White Paper on e-education is described as such; a global revolution is taking place in education and training. It is driven by changes in the nature of work, the information age, new global partnerships and the need for equitable distribution of educational opportunities conscious reality.
Changes in education and training not only affect history, but they also affect other subjects, learners need to be taught not only the main content, but they also have to learn how to use information and communication technologies on different topics. Learners who aspire to be accountants, for example, will be difficult to find a job, if they lack the ability to use a computer, even if they have passed their courses. This is because many departments use computers to keep their financial records. It is, therefore, evident that sooner than later all competent historians need some information and communication technologies to perform their tasks. In this regard, schools should start preparing for the future needs of students, hence the need for an integrated Windows Movie Maker and other information and communication technologies in the teaching and learning of history. [15]

V. INFORMATION AND COMMUNICATION TECHNOLOGY (WMM) IS INTEGRATED IN THE TEACHING OF HISTORY

Information and communication technology into the teaching and learning of history will have far-reaching professional practice of history teachers have a profound impact. Windows Movie Maker in general and, in particular, the use of ICT requires teachers who do not have some special teacher who did not do computer literacy in teacher training institutions. Methods of teaching history will be affected these changes may not be huge, but they are inevitable in its information and communication technology is utilized in the rate of global society in many areas.

Potential revolution or evolution, and summarizes Gouh teaching methods in the classroom - Jones and others who said; " Due to the wide use of computers, most professionals have in one way or another influence, some once they have all the necessary skills is no longer so important. "Clearly, the traditional method of teaching history in the future is likely to be less used. This means that the in-service teachers will be trained in the new methods of teaching. They must also learn how to use information and communication technology skills. Use of computer skills is required teachers to teach learners how to use Windows Movie Maker in. Trainees in pre-service teachers training should master these skills. On the job of teacher training and workshops not only need to improve the skills of teaching methods, but also as to involve them in the process of teaching and learning the history of implementation and integration of information and communication technologies in a way. It is also worth mentioning that the information and communication technologies are rapidly evolving technology, so even the most fluent ICT teachers need to continuously upgrade their skills and mastery of the latest developments and best practices. [16]

Film making process, requires teachers to supervise students at multitasking. Only when they have the ability to accomplish these tasks, they will be in position to help learners hence the need for training. However, some history teachers resist change, and about the necessary skills to enable them to use information and communication technology history education excuse. These skills include the use of video cameras, role-playing and editing capabilities of Windows Movie Maker movie. The trend is towards these teachers demonstrated the implementation and integration of information and communication technology history education negative attitude. Since Fleming believes that "it is often difficult to experienced teachers started using drama, because there are more options; For beginning teachers who are already very fragile theater provides exposure, perhaps less threat" which You can, therefore, be concluded that the integration of information and communication technology in schools is not necessarily a smooth without any challenge process.

Operating the machine depends on the availability of power. Unfortunately, some parts of South Africa, especially in rural areas without electricity infrastructure. Therefore, Tang Hellriel, who believe that there is still a long way to go, all South Africans can enjoy the benefits of information and communication technology brings, because a significant proportion of the total population have no access to electricity. In this sense, the school will have no power generation operation of the apparatus required for the design of the computer. In addition, the proper computer lab is needed to house the computer and allow the appropriate wires, cooling, ventilation and security. [17]

VI. OTHER POSSIBLE REQUIREMENTS AND LIMITATIONS

School management and the creation of appropriate conditions need to integrate Windows Movie Maker in the resources available to support teaching and learning of history cornerstone. Lack of school may hinder the implementation of management support throughout the process. According to Sife, Lwonga and Saga [18] administrative support is very important for the successful integration of ICT into teaching and learning process, because the administrator can provide the necessary conditions, such as information and communication technology policies, incentives and resources. School management team can easily support ICT into teaching and learning process, when they know the importance of information and communication technologies. In this regard, Windows Movie Maker is software that can be used as a pack of Microsoft Windows and can be used to manage many school programs. Microsoft Excel can be used to prepare the budget and financial statements. By using Windows Movie Maker in the history teachers and learners can make the school to sell the film to such schools to potential donors to assist learners and principals. Potential donors for some school projects may require the school's history, which can be well by using Windows Movie Maker movie conveyed. In essence, Windows Movie Maker can be used as a teaching and learning aid and school management. Therefore, the integration of history in Windows Movie Maker is a viable enterprise education borne by the school.

In addition, it is necessary to provide technical support. These measures include the installation, operation and maintenance of the computer. However, most schools do not have sufficient funds in developing countries, in order to ensure that the services of experts. Providing computer education in school, teachers who specialized teacher training
in these issue agencies can help, otherwise history teachers need to keep your computer must be in good working condition basic skills. Technical support is an important part of the educational system implementation and integration of information and communication technologies. They went further indicates that in most cases, however, the technical support is not available, which means coaches (teachers) and students need some basic troubleshooting techniques to overcome the technical problems the use of ICT. The central point is that history teachers need to have in order to use Windows Movie Maker computers running. [19]

Another key factor in the information and communication technology integration in the history of education is the availability of financial resources. Schools need money to buy a computer hardware and software. This installation and maintenance of computer needs funded.

Example of History of Malacca Clips:
http://www.youtube.com/watch?v=yOrgHeMoAzw
http://www.youtube.com/watch?v=Jyy7dzVdzMY
http://www.youtube.com/watch?v=jkyTo0XfQs4
http://www.youtube.com/watch?v=YVcc1rKfw7c

VII. CONCLUSION

In this article is a study that integrates Windows Movie Maker in the history of education can be beneficial history teachers and learners. In a world dominated by the use of ICT, the article demonstrates the need for qualified teachers and school administrators in the use of information and communication technologies. In this context, it is clear that the history teacher's professional practice will be affected, because teachers will have to adopt new teaching methods. Therefore, training, seminars and refresher courses will be necessary to ensure that all history teachers are able to use Windows Movie Maker and other information and communication technologies. The paper indicates a challenge to be addressed in order to ensure the proper integration of information and communication technology in education.

REFERENCES

[19] Ibid.