

An Investigation of the Teaching and Learning Practice of History In Secondary Schools: A Case Study

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Abstract: This qualitative study reveals the Direct Instruction of teaching dominates the practice of the participating History teachers. Consequently, the students learning practice is passive. The teachers' views show their concerns are the reasons underpinning such practice. From the students' voices it is identified that they preferred their teachers to use eclectic and blended approaches in delivering the lesson as they learned through seeing, feeling and doing it. Based on these findings, there is a mismatch occurred between the implementation of the teaching of History with the students' learning preferences.