[***History Textbook***](https://wasscehistorytextbook.com/)***: West African Senior School Certificate Examination*: Its Use and Benefits in Teaching and Learning**

**Ajibade-Samuel Idowu**

 **(PhD candidate at the Ibadan School of History,**

**University of Ibadan)History Teacher at Adesina College, Ibadan**

[*History Textbook*](https://wasscehistorytextbook.com/)*: West African Senior School Certificate Examination* is an online textbook discovered two years ago while searching for books and materials that could be relevant and fit into the global realities of teaching and learning (history) in the twenty-first century and reaching out to students of history of this technology-driven period. It has to be noted that the study of history had almost lost its value with students consciously losing interest in studying history even at the secondary school level in Nigeria. This owes largely to government deliberate actions to make the study of history go into extinction, agitation over jobs prospect (for instance my students approach me majorly to ask: “where would I work if I studied History”), the methods of teaching African/Nigerian history and paucity of teachers at the secondary school level. Hence the problem of getting students, especially the Arts students to fall in love with History as a subject by choosing to offer it and register for it at the WASSC level. For instance, I teach both Government and History at the Senior Secondary School level and I used to have more students enrolling for Government as against History. Therefore, I knew I had to bring in innovation to sell my other and more important subject-History. It was during this dilemma that I came across [*History Textbook*](https://wasscehistorytextbook.com/)*: West African Senior School Certificate Examination*.

Available textbooks such as Adu Boahen’s *Topics in West African History* published in 1966 as rich as they are have been downplayed by the current secondary school students because of the style and language of such books. For example, such books are too lengthy/wordy and are not discussed point-by-point as [*History Textbook*](https://wasscehistorytextbook.com/)*: West African Senior School Certificate Examination* has done. As a history teacher, I find this online book interesting in that it is easily used with the aid of ICT i.e. projector, which make each class very interesting. My students always look forward to the next History class.

Sometimes, I ask my students to download relevant chapter and read ahead of the class. This method also yields good results since they can use the computer in the school to read such at any available free period or their smart-phones (if they have access to it). It should be noted that this is a generation, which is so lazy to read conventionally i.e.(printed books). Thus, the use of electronic gadgets mentioned above, which this online book conforms with has also been helpful.

The use of colourful illustrative diagrams has also helped students to develop interest in history. It is no longer a “boring subject without life”. Teaching the ‘The Trans-Atlantic Slave Trade for example, the textbook links the class with varieties of images and materials of the trade, which keeps the topic alive. This is quite interesting to the students. Before long, my students usually develop that interest in the subject and they register it for WASSCE and some even go ahead to register it for the Joint matriculation examination while some deliberately choose History as a course of study at the University.

From the textbook and other printed works, I develop my lesson note but specifically, I develop revision and project questions for my students from this online book since it is the material that my students understands most. It is not only because it conforms with modern technology but also because the points are discussed point-by-point just like Government textbooks, which really appeal to the students. However, since his book covers majorly the first paper i.e. History of West Africa, which is based on multiple choice questions, I have had no choice but to developing a semblance of this method for Paper 2, which covers Nigerian History up to the twentieth century. Thus, I have learnt from this book to get my topics point-by-point with the use of diagrams to project my topics. I realise that I need to do this if I want to keep my students. Generally, this online History textbook has changed my teaching methodology in that I have since learnt that history, though a study of the past can be taught with life. Indeed, it has encouraged the use of computers, internets and smart-phones in the teaching and learning history. I can also boldly say that it has immensely benefited my students. Testimonies abound.