



## Investigating the integration of digital and traditional pedagogy in social sciences education

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**Abstract**—Many educators support the use of digital and traditional tools in social science education. Social Sciences teachers face many challenges when integrating these tools in schools, especially in Social Sciences classes. This study was also conducted through a desktop approach. Therefore, the purpose of this study is to investigate the integration of digital and traditional pedagogy in social sciences education, explore strategies for effectively integrating them, and identify factors that hinder successful integration. This study uses a qualitative literature review, examining various books, articles, and other relevant sources. The findings indicated a difference between global research and local studies in social science education. Integration of digital and traditional pedagogy in social science: The advantages of integrating digital and traditional pedagogy into social science. Integrating digital and traditional teaching methods in social sciences education is important because it benefits both educators and learners in many ways.

**Keywords:** Blended learning, Digital pedagogy, Information and Communication Technologies, Social science education, Traditional pedagogy

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### I. INTRODUCTION

SOCIAL science education refers to the area of education that incorporates disciplinary concepts, knowledge-based approaches, and perspectives from multiple disciplines, such as history and geography. The teaching of social sciences has developed over the years, with digital methods replacing traditional methods. The strongest educational factor currently must be technology. Numerous schools around the world are promoting the use of digital teaching tools, such as computer labs, projectors, and tablets, and established teaching programs that enhance computer literacy for both learners and teachers.

Teachers find using digital methods more challenging than traditional methods. Anderson et al. (2018) state that educators can improve learners' participation by acknowledging the different teaching and learning styles. The traditional teaching approaches in South African schools are based on printed materials such as textbooks and educators. For learners to reach learning centers and educators, they must register with schools. In contrast, teaching with digital tools focuses on digital primary sources and virtual field trips. Teaching using diverse styles not only allows the learners to recall what they are taught but also to enjoy the subject.

According to Anastasiades (2025), Sweden's return to traditional methods is seen as an acknowledgment of technology's limitations when used without a clear pedagogical framework rather than a rejection of it. The PIRLS findings, which show a decline in reading comprehension, especially among younger students who spend too much time on screens, underscore the importance of foundational literacy skills. This is also consistent with other research indicating the importance of direct learning and deep reading, supported by physical books, for fostering comprehension and critical thinking. Sweden demonstrates this understanding by reinvesting in textbooks and setting aside time for reading. This experience teaches us that technology should be used to supplement and improve learning, not to replace established pedagogical techniques and crucial human

interaction.

In addition, regarding the 21st-century learners, the internet has become an integral part of their lives from an early age. Many Finnish educators prefer blended learning, integrating digital game-based learning and video and game tools into their learner-centered approach rather than separating learners from technology. In addition, Finnish education excels at balancing traditional teaching ways with digital tools. Moreover, there is a difference between the use of Information and Communication Technologies (ICTs) and traditional methods in South African schools today and twenty years ago. In the former case, ICTs were hardly used, and traditional methods were heavily relied upon. Since then, the development and accessibility of ICTs have had a quantifiable impact on classroom teaching and learning practices.

Makwela (2019) supports this viewpoint, contending that new ICTs, such as computers and the internet, have emerged as indispensable educational tools because of their capacity to profoundly alter the nature of instruction and learning. Research shows that schools that have successfully incorporated ICTs have improved classroom instruction and learning (Timotheou et al., 2023). The inclusion of traditional and digital pedagogy in education has shown promise, yet it remains unclear how to balance these approaches effectively (Timotheou et al., 2023).

Despite growing recognition of digital tools, the investigation emphasises the importance of combining them with traditional methods. However, the means to achieve this balance is not well understood. This knowledge gap underscores the need for further research into the relationship between traditional and digital pedagogy. Therefore, this study seeks to investigate the integration of digital and traditional pedagogy in social sciences education. There is a significant research gap in understanding the effective integration of digital and traditional pedagogies in social science education. Limited knowledge of how to balance these techniques hinders the development of effective approaches and policies to enhance teaching and learning outcomes in this field. Furthermore, the lack of insight into the consequences of integrating digital and traditional pedagogies in social sciences education makes it challenging to develop effective solutions to address

challenges in teaching and learning.

## II. SIGNIFICANCE OF THE STUDY

The recommendations encourage change and improvements in social science education, policies, and practices related to teacher training. The possible findings of this research provide clear information to South African officials, principals, and educators to help them better understand the challenges educators face when integrating digital and traditional tools in schools. The study explores how educators contribute to these inclusions. This research also seeks to investigate the role these tools play in improving social science education. Additionally, this study impacts future research by identifying areas for further investigation, such as the impact of digital and traditional education on student outcomes and the role of teacher training in effective integration of technology and traditional methods. Finally, this study advances knowledge of the complex relationships between traditional and digital tools for teaching and learning in history. It contributes to academia by offering insights into the impact of traditional and digital history education on the development of the social sciences subject.

## III. LITERATURE REVIEW

This study examines effective ways to integrate traditional and digital pedagogy in social science education. Education has become essential in the present world. Numerous teachers aim to create effective teaching and learning environments that blend traditional and digital pedagogy. Therefore, the scope of this paper includes an analysis of existing research on the integration of digital and traditional pedagogy in Social Science Education, exploring the benefits, challenges, and factors that hinder the development of these methods.

“Building your research on and relating it to existing knowledge is the building block of all academic research activities, regardless of discipline. Therefore, to do so accurately should be a priority for all academics. However, this task has become increasingly complex. Knowledge production within the field of business research is accelerating rapidly while remaining fragmented and interdisciplinary. This makes it hard to keep up with state-of-the-art research, stay at the forefront, and assess the collective evidence in a particular research area. This is why the literature review as a research method is more relevant than ever (Snyder, 2019, p. 333).

### Integration of digital and traditional pedagogy in social science

#### Advantages of integrating digital and traditional pedagogy in Social Sciences

A similar investigation by Rong and Noor (2019) describes the usefulness of integrating traditional and digital educational technologies, highlights contrasts and differences in teaching a foreign language, and underscores the importance of digital integration. However, all these studies show that while digital educational technologies have many benefits, they should not fully replace traditional teaching techniques, such as classroom and textbook learning, as these still play an essential role in the educational process.

Thus, integrating traditional and digital educational technologies in the teaching of social sciences offers many benefits for both learners and teachers. Combining the strengths of both traditional and digital learning approaches, educators can offer learners a comprehensive, high-quality, and highly effective learning experience. However, it is essential to understand that digital educational technologies should be adopted as an additional tool alongside traditional teaching methods, rather than as a full replacement for them.

Social science education typically emphasises critical thinking, debate, analysis of historical contexts, and an understanding of social structures. Teachers use methods such as debates, discussions, and collaborative group work to engage students in meaningful discussions of social, political, and economic topics. Heafner (2004) conducted research to assess the impact of ICT on the social sciences, in which

learners created political campaign advertisements using PP, resulting in increased self-efficacy and self-confidence, and enhancing collaboration among learners who helped each other complete the task.

### Examining the blended learning approach

Blended learning combines traditional and digital teaching methods, offering dynamic and flexible educational experiences. It addresses the limitations of traditional classroom teaching, such as fixed schedules and insufficient resources, by enhancing availability and personalisation (Fayyoubi & Elia, 2025). Fayyoubi and Elia (2025) indeed, BL not only facilitates continuous engagement between instructors and students but also offers an adaptable framework suited to various learning environments and institutional contexts”. Studies have demonstrated the adequacy and effectiveness of using digital tools for learners' learning (Ertmer, 2005; Hew & Brush, 2007). According to Luke (2003), digital tools can be used to develop and constructively generate knowledge, incorporating previous knowledge into new knowledge.

### Social Science teacher training in ICT integration

In addition, well-organised, well-planned digital teacher training can foster positive attitudes among teachers. However, understanding what teachers think about using ICT in their teaching and the difficulties they face is crucial to the effective development of such training. To better support social studies teachers, this study examined their beliefs about ICT integration (Hong, 2016).

Previous research demonstrated that the National Council for the Social Studies (2013) and Partnership for 21st Century Learning (2015) stated that digital tools can help encourage learners' participation in social sciences classrooms, boost their social studies learning, make social sciences an interesting subject, and improve their research skills, critical thinking, and decision-making. It is also important to equip students with 21st-century skills.

### ICT integration in social sciences in higher education

Moreover, “Blended learning has consistently shown promise in enhancing educational effectiveness globally. However, studies on the Middle East, specifically Jordan, remain scarce. Regional studies highlight unique educational, cultural, and technological factors affecting BL adoption, providing essential comparative insights for international audiences (Fayyoubi & Elia, 2025). Research in Moroccan universities that explored blended learning using a content analysis methodology, surveying 125 faculty members and asking them 32 questions. Findings show that integrating tradition and digital strategies enhances learners' access to learning and autonomy.

### Challenges of blending traditional and digital methods: Comparative ease of traditional methods versus digital methods

Teachers find using digital methods more challenging than traditional methods. According to Anderson et al. (2018), teachers can improve learners' participation by acknowledging the diverse methods of teaching and learning. The traditional teaching approaches in South African schools are based on printed materials such as textbooks and educators. For learners to reach learning centers and educators, they must register at schools. In contrast, teaching with digital tools focuses on digital primary sources and virtual field trips. Teaching using diverse styles not only allows the learners to recall what they are taught, but also to enjoy the subject.

### Negative impacts of ICT integration on learning outcomes

Despite this, the integration of digital tools into teaching does not always have a positive impact on learners, some learners are concerned with the negative effects of ICT integration in teaching and learning, rather than the traditional education, for example, teaching using traditional, unnecessary and unreliable information and wasted time in class (Heafner, 2004; Scott & O'Sullivan, 2005). Digital tools should be used appropriately to have a positive impact on education. Multiple researchers have found that the effects of ICT on educational outcomes depend on its use (Fernández-Gutiérrez et al., 2020). The use of ICT in the classroom for science education can be divided into three categories: the availability of digital devices at school, the frequency of ICT use, and

the time spent using ICT. Examples include using the Internet, virtual learning tools, electronic whiteboards, desktop computers, laptops, and smart mobile device terminals. ICT can contribute to classroom teaching and learning in science education. During the science teaching process, ICT provides access to more effective resources, information, and learning approaches than traditional classes (Sun et al., 2022, p. 278).

#### **Teachers' perceptions and attitudes towards ICT integration**

Educators' perceptions toward ICT in education are among the most essential aspects for successful implementation in the classroom (Gulbahar & Guven, 2008). Educators play a significant role in ICT integration as gatekeepers. Learners can access an ICT center only if their educators have a positive attitude toward implementing ICT in their classrooms; otherwise, learners do not have the opportunity to use it.

Previous studies have highlighted that the impact of ICT on educational outcomes depends on its use. The use of ICT can be categorised into three groups: the digital devices available at school, the frequency of ICT use in class, and the time allocated to ICT use. Moreover, these include the Internet, whiteboards, computers, laptops, and mobile devices. ICT can support traditional teaching and learning in education by providing additional resources, information, and alternative teaching modes beyond traditional classes (Fernández-Gutiérrez et al., 2020).

#### **Limited ICT integration in Social Sciences compared to other disciplines.**

According to Hong (2016), ICT integration in social studies was expressed as 'a sleeping giant' by Martorella (1997), because social studies classrooms have not adopted ICT as much as other disciplines have (Doering et al., 2009; Martorella, 1997; VanFossen & Waterson, 2008). The speed of ICT integration in social studies has also been slower than in other subject areas (Bolick et al., 2007; Zhao & Bryant, 2006). To promote ICT integration in social studies, several scholars have conducted studies to identify its potential in the social studies classroom (Doering et al., 2009; Friedman, 2006; Lee & Calandra, 2004).

#### **Disparate views on effective ICT integration from Finland and Sweden**

On the 1st of August, a new national curriculum of primary education was implemented in all schools. However, the Finnish Agency states that the curriculum, which collaborates across subjects in ICT, mainly focuses on learners developing ICT skills and has improved their learning techniques and equipped them with new skills for the future (Hasala & Kelly, 2020). According to Belay Mengistu (2022), ICT is widely used in Swedish schools, and swinish education is highly valued. According to the 1994 Swedish curriculum, digital education aims to promote learners' understanding of ICT in their societies, and being able to use and control ICT is an essential requirement. Current research highlights that Finland and Sweden are revising their strategies for digital pedagogy. Despite being well known for ICT, they are now integrating traditional approaches, such as pen and paper and textbooks, in their schools.

This study uses the Asset-Based Community Development (ABCD) conceptual framework. The ABCD approach, according to Rout and Gupta (2017), is described as one influenced by a community's strengths to promote development. The asset-based community development approach focuses on community strengths and resources. An asset-based community development approach helps my study by focusing on the community's strengths and knowledge. It also helps me find solutions that work for South African schools and enhance educators' understanding of the social sciences subject area and the tools used to teach it, leading to positive change.

## **IV. METHODS**

### **Research approach**

This study employs a qualitative research approach, which focuses on gaining a deeper understanding of the research phenomenon through non-numerical data and interpretive analysis (Corbin &

Strauss, 2015). The researcher uses a qualitative method in my study by reviewing online articles, books, and other sources to identify themes and patterns in social science education. A qualitative research approach is appropriate for this study because it highlights how teachers integrate digital and traditional tools into teaching and learning environments. According to Tenny et al. (2017), qualitative research explores and provides deeper insights into real-world problems. Instead of collecting numerical data points or intervening or introducing treatments, as in quantitative research, qualitative research helps generate hypotheses to investigate further and to understand quantitative data. Qualitative research gathers participants' experiences, perceptions, and behaviour. It answers the hows and whys rather than the how many or how much. It could be structured as a standalone qualitative study or as part of a mixed-methods study combining qualitative and quantitative data. This review introduces the readers to some basic concepts, definitions, terminology, and applications of qualitative research.

### **Research paradigm**

The interpretivism paradigm was applied in this study. The study is based on the existing literature that reflects on people's experiences. Therefore, the interpretivism paradigm is suitable for the study for several reasons. Many teachers and learners have different experiences with the challenges they face, which hinder the effective use of both digital and traditional methods in classrooms. This study draws on distinctive articles, journals, and distributed books to investigate the role of digital and traditional history methods in integrating digital and traditional pedagogy into social science education.

### **Research design**

A desktop research design was used in the study. Desktop research, also known as secondary or documentary research, is a type of study that relies on information that has already been gathered and published by another party. Public libraries, websites, reports, surveys, journals, newspapers, magazines, books, podcasts, videos, and other materials are some of its data sources. Desktop research does not involve gathering new information from primary sources such as surveys, observations, experiments, or interviews. The information gathered then was utilised to make an informed decision.

### **Sampling**

Purposive sampling was used. According to Rai and Thapa (2015), purposive sampling represents a group of different non-probability sampling techniques. Also known as judgmental, selective, or subjective sampling, purposive sampling relies on the researcher's judgment in selecting the units (e.g., people, cases/organisations, events, pieces of data) to be studied. Usually, the sample being investigated is quite small, especially when compared with probability sampling techniques. It is a form of non-probability sampling in which decisions about the individuals to be included in the sample are made by the researcher, based on a variety of criteria, including specialist knowledge of the research issue, or capacity and willingness to participate in the research. According to Rai and Thapa (2015), purposive selection is the method of selecting several groups of units in such a way that the selected groups, together, yield as nearly as possible the same average or proportion as the totality with respect to those characteristics that are already a matter of statistical knowledge. Purposive sampling allows me to focus on specific areas of social sciences education and gather in-depth data on those topics. Data gathered from the literature and academic articles is interpreted and analysed, which is important for the researcher to use the best possible tools to achieve an effective study outcome through data triangulation. Moreover, in the context of reliability and validity in qualitative research, various authors, for instance, Patton (2001), argued that triangulation strengthens a study by combining methods. Golafshani (2003) proposes that triangulation may include multiple methods of data collection and analysis and argues that the methods chosen in triangulation to test the validity and reliability of a study depend on the research criteria.

### **Data collection strategy**

The Interpretivism paradigm was applied in this study. The study is based on the existing literature that reflects on people's experiences. Therefore, the interpretivism paradigm is suitable for the study for several reasons. Many teachers and learners have different experiences with the challenges they face, which hinder the effective use of both digital and traditional methods in classrooms. This study utilises distinctive articles, journals, and distributed books to investigate the role of digital and traditional history methods in integrating digital and traditional pedagogy into social sciences education.

#### **Data analysis**

The data collected through peer-reviewed articles were carefully analysed. According to Mthembu (2014), qualitative data analysis is "the range of processes and procedures whereby we move from the qualitative data that have been generated into some form of explanation or interpretation of the people and situations investigated. The qualitative data analysis in this study, which investigated the integration of digital and traditional pedagogies in social sciences education, was grounded in an interpretive philosophy. This study interprets the perspectives of various data collection sources on social science education and, through analysis, seeks to understand different points of view on social science pedagogy. The researcher needs to use the best tool for their study to receive positive feedback. Data triangulation was employed to enhance the trustworthiness of these research findings. To ensure that this study is valid and reliable, the researcher put the right plans and steps in place. Sometimes researchers can be biased when analysing and interpreting data about people's experiences. According to Villegas (2024), desktop research is a type of secondary research that examines existing information from vetted, proven studies; the data is trustworthy. Since this study relies on existing materials, the researcher verifies their accuracy by comparing all the articles and books used in the research. The researcher checks the authors of all books, articles, and sources to ensure they are trustworthy.

#### **Ethical considerations**

The desktop nature of this study involves analysing existing literature and data, and there are ethical considerations to ensure the integrity and transparency of the research process. This study utilises publicly available data sources, academic literature, and existing research reports, ensuring that no primary data collection involves human participants. Proper citation and referencing were ensured to avoid plagiarism and respect the intellectual property rights of original authors. Data security. This study follows the principles of ethical research, and all collected data was protected using an encrypted passcode to maintain confidentiality. This study was submitted to the GHREE committee to ensure compliance with the University of the Free State's ethical standards. This study adheres to all ethical guidelines for the use of AI and, finally, uses AI as a tool rather than as the researcher.

## **V. RESULTS**

This study presents the key findings from the literature that the researcher reviewed on the integration of traditional and digital pedagogy in social sciences education. The findings show that there is a difference between global research and local studies in social science education. Integration of digital and traditional pedagogy in social science: The advantages of integrating digital and traditional pedagogy into social science. Integrating digital and traditional teaching methods in social sciences education is important because it benefits both educators and learners in many ways. Based on Rong and Noor's (2019) findings, combining modern digital and traditional teaching methods can create a better learning experience for learners. Instead of replacing old traditional methods, digital tools can be used alongside them. Social science pedagogy emphasises discussions, critical thinking, and analysis of societal structures and historical events. Interactive activities such as debates and group work encourage learners to engage with key social, political, and economic issues. Heafner's (2004) research explored the impact of technology on social science education. Students worked together, developing teamwork spirit and skills. Heafner

discovered a project in which students' political campaign advertisements created in PowerPoint boosted their capabilities, collaboration skills, and confidence.

#### **Examining the blended learning approach**

Blended learning is a form of learning that integrates digital and traditional tools. It helps make learning more fun and engaging. It assists educators and learners in staying always connected and is tailored to meet individual learners' needs (Fayyoumi & Elia, 2025). According to Daskan and Yildiz (2020), both traditional and online learning have their advantages. Traditional learning has advantages like active participation, building relationships, and meeting people in person. On the other hand, online learning allows you to learn at your own speed. If we combine the best parts of these two methods into a well-designed teaching plan, learners become much more engaged in their learning. When teachers and learners work together using different teaching methods, it creates many opportunities to improve learning outcomes (Fayyoumi & Elia, 2025). Digital tools can be used to generate knowledge, develop new knowledge, and incorporate prior knowledge into new knowledge (Luke, 2003).

#### **Social science teacher training in ICT integration**

Teacher training helps them adopt a positive attitude toward using digital tools in their classrooms. It is significant to understand the beliefs of different teachers and the challenges they face to have successful teacher training programs. My literature review demonstrates beyond doubt that using digital tools assists learners, increases their engagement and interest in the social sciences, and helps them develop a range of skills. Blocher et al. (2011) noted that teacher training in using technology helps them use it more effectively. Other studies also showed that this kind of training really helps teachers to integrate technology into their teaching (Hong, 2016).

Various scholars found that the outcomes of ICT use go hand in hand with its use (Fernández-Gutiérrez et al., 2020). The use of digital technology in social sciences classes can be divided into three groups: the gadgets available in schools, the use of digital tools in schools, and the time available to use ICT at school. For instance, the usage of whiteboards, the internet, computers, laptops, and smartphones. During the social science teaching and learning process, ICT provides access to more resources and information that can be used, and diverse ways of teaching and learning compared to traditional classes (Sun et al., 2022, p. 278)

#### **Research on ICT integration in social sciences in higher education**

There is limited research in Morocco and Jordan on the role of blended learning in improving education worldwide. My review reveals that research only identifies specific aspects that affect these areas. Studies in these areas demonstrate aspects of blended learning integration by equipping people with the right information. Globally, providing valuable information to people worldwide (Fayyoumi & Elia, 2025). A study conducted in Moroccan institutions demonstrated that using both tools helps learners learn better and take charge of their education (Faizi, 2018).

#### **Challenges of blending traditional and digital methods: Comparative ease of traditional methods versus digital methods**

Combining both tools can be exceedingly difficult for educators who believe that using digital tools is a lot of work, requires significant admin support, and prefer traditional tools. Anderson et al. (2018) state that recognising diverse teaching approaches can help students become more involved. According to Anderson et al. (2018), using both traditional and digital methods, like printed books and digital resources, can help learners remember information and have fun with the topic.

#### **Negative impacts of ICT integration on learning outcomes**

The use of digital tools can enhance teaching and learning. However, they can raise concerns if used incorrectly (Gulbahar & Guven, 2008). Some learners have difficulty finding the correct information when using digital tools. This study's literature review shows how ICT affects learner performance (Fernández-Gutiérrez et al., 2020). When digital

tools are used effectively, learners can learn more effectively, especially in Social Sciences classes.

#### **Teachers' perceptions and attitudes towards ICT integration**

How teachers view technology in education is important for making it work well. Teachers are important in deciding how learners can use technology resources. Having a good attitude towards using technology in education is important because students can only gain from it if their teachers are willing to use it. Using technology in education can offer diverse ways of teaching and resources to help with regular teaching and learning.

Hur et al. (2016) discovered that professional development does not greatly change how teachers use technology or their confidence in themselves. Instead, it mainly influences how teachers see the benefits of using technology in their teaching and boosts their self-confidence. Having confidence in using technology helps people use it better. However, other scholars found that some teachers do not want to use technology in their classrooms because they are not interested or motivated to do so.

#### **Limited ICT integration in social sciences compared to other disciplines.**

Using technology in social studies has been slower than in other subjects. Even though social studies could benefit greatly from technology, these classrooms have been slow to adopt it, which is why some people call them a "sleeping giant" (Hammond & Gamlo, 2014). Researchers have conducted studies to explore how technology can support social studies and encourage teachers to use it in their classrooms (Hong, 2016).

#### **Disparate views on effective ICT integration from Finland and Sweden**

A new national curriculum of primary education was formed in all schools on the first of August. The new curriculum has equipped schools with new skills and improved their teaching and learning methods across all subjects in ICT, according to the Finnish Agency (Hasala & Kelly, 2020). Finland and Sweden, known for their use of technology in education, are changing how they teach with digital tools. Although both countries value ICT highly, they are now reintroducing traditional methods, such as pen and paper and textbooks, in their schools. This change shows that integrating digital and traditional methods is important for improving how people learn (Vincent, 2016). This study highlights key findings from the literature review on integrating traditional and digital pedagogy in social science education. This study reveals varying perspectives, both globally and locally, highlighting differences in the adoption and implementation of digital pedagogy in the social sciences.

## **VI. DISCUSSION**

The studies have correctly found that digital tools should work hand in hand with traditional tools rather than replace them completely (Rong & Noor, 2019). Using examples like PPT illustrates how technology can enhance skills such as critical thinking and collaboration in social science education (Heafner, 2004). Selvi (2024) also highlighted that Traditional social science education emphasises debate, critical thinking, analysis of historical context, and awareness of social structures, and educators employ techniques such as debates, discussions, and cooperative group projects to help students meaningfully explore social, political, and economic issues.

According to Fayyoubi and Elia (2025), another learning method, referred to as blended learning, integrates digital and traditional tools and uses both teaching and learning techniques to foster collaboration, enjoyment, and the effectiveness of the process. Learning with digital tools fosters learners' flexibility to learn at their own time and pace (Daskan & Yildiz, 2020). Integration increases learners' outcomes (Hagene, 2024). The most underrated aspect of blended education is the integration of these tools, which can help connect prior knowledge to new knowledge. This aligns with Luke's (2003) work.

This study focuses on social sciences teacher training, which provides

a solid foundation for the importance of teacher training in digital tools and blended learning. These findings, which discuss how learners become more involved and develop additional skills when they use both traditional and digital tools, align with the key body of this study. The connection the researcher made between technology's availability and its use can often overlook the successful implementation of this process.

However, because not all teachers may learn best in this way, it is important to identify exactly what training teachers need and want; many researchers have concluded that curriculum-based ICT training is far more effective than teaching teachers the basics of ICT, that is, ICT teacher training is valuable and effective when it relies on existing classroom resources and aligns with the curriculum of the teachers involved. One-time training cannot be a solution; instead, teachers need ongoing and long-term support to continuously develop their knowledge and skills in teaching with ICT. Additionally, encouraging teachers to build a professional learning community, where a group of teachers works together to achieve the same goal, would help them save their preparation time to develop ICT-integrated activities or lesson plans and create a collaborative learning environment among colleagues. Hong (2016) highlighted that those developing partnerships with higher education institutions and educational industries should also receive technical and professional support from other organisations. Hong (2016) argued that developing teachers' ICT skills should be a priority for schools because teachers can change their students' lives. Investing in teachers through continuous professional development is essential to developing education and enhancing students' learning (Hong, 2016).

The study, conducted globally in Morocco and Jourdan, found that integrating ICT into blended learning helps learners take charge of their own learning. It also highlights that the existing literature focuses only on one region. In India, higher education faces three major challenges: access, quality, and Equity. ICT has introduced the facility of highly student-centric, anytime, anywhere, cost-effective learning. It has offered access to learning right from the learner's home. It has offered a choice alternative to traditional classroom learning. It has the potential to remove, once and for all, the geographical constraints that have long been seen as a challenge for a geographically diverse country like India. Not only this, but ICT-enabled education has also removed some of the temporal constraints that learners and teachers typically face. It also provides speedy dissemination of education to target disadvantaged groups. Not only this, but ICT is also used for non-formal education, such as health and literacy campaigns. It can promote gender equity. ICT-based equipment, such as smartphones, enhances students' academic achievement. It provides students with a platform for collaborative learning, continuous evaluation, and individualised feedback (Mir, 2019).

This finding highlights the common challenges in education. It also supports the benefits of blended learning, as Anderson et al. (2018) suggested that combining both tools can enhance learners' engagement and retention. "Educational technology is not without its difficulties, notably in implementation and usage. Issues include excessive screen time, access and equity, and disparities in access to digital devices and internet connectivity that create inequalities in educational opportunities. Rural and underserved communities often lack adequate infrastructure and resources to support digital learning initiatives. Digital Literacy and Skills Gap, many students and educators struggle with basic digital literacy skills required to effectively use digital tools (Parveen & Ramzan, 2024).

Digital tools are powerful; they must be used correctly. It is very easy for learners to get lost while browsing the internet; they often end up collecting incorrect information. The irreversible influence of ICT eventually revolutionises the way we learn and teach, but the revolution may not be remarkably viewed over a short time. In particular, the changes in educational settings are slow. It is also hard to determine the positive influence of ICT use on educational performance in schools,

because assessing its impact is complex and many factors affect the processes and outcomes of ICT use (Heo & Kang, 2009).

The importance of teachers' attitudes toward the implications of technology in classrooms; children's attitudes are not the only obstacle to successfully integrating interactive technology into the education system. A key factor hindering the integration of technology in education is schools' resistance to supporting current teaching practices. Despite increased access to technology, studies continue to report its underuse in the classroom, especially in early childhood education. These constraints are not only caused by institutional barriers, such as a lack of time and money, but teachers also often encounter personal constraints in using technology (Hendriks, 2016).

This theme highlighted the significant role educators play in social sciences education. It is proven beyond doubt that the use of ICT in the social sciences is decreasing compared to other subjects. The reason is the increased focus on traditional methods. Although several studies have documented the benefits of integrating ICTs into social studies classrooms, the lack of ICT knowledge and skills among many social studies teachers is a primary reason ICT is not widely integrated into social studies education (Hong, 2016).

The integration of ICT is necessary; both Sweden and Finland embrace its usage without having a balanced approach. They are both moving back to teaching using traditional tools. "In the postwar era, Finland and Sweden have simultaneously achieved good economic performance and social cohesion, which in considerable part can be attributed to developments within ICT. In general, Finland and Sweden share many similarities. In ICT, developments in the two countries have often been directly linked. The Nordic countries' influence in global ICT developments peaked in the early 2000s, after which the two countries have been on different trajectories. Sweden had difficulties earlier but has fared quite well more recently, despite the financial crisis and turmoil in the ICT sector. Finland was riding high until 2008, but has since been caught by both the financial crisis and disruptions within ICT. These developments set an interesting scene for our report. Finland and Sweden are at a crossroads. Both countries have great legacies in ICT and an abundance of accumulated human capital and other strengths. In the past, the two countries have succeeded in part because of their ability to coordinate efforts at various levels. In recent years, the scope of global ICT industries has expanded, and at least the relative roles of Finland and Sweden have shrunk. Despite ongoing struggles, the future nevertheless holds great promise (Giertz et al., 2015, p. 29).

## VII. CONCLUSION

The study has proved more difficult than I expected, despite a large body of literature published over the past 10 years. Most of my research focused on just specific regions, which made it difficult for me to apply the results in other areas. Additionally, different regions have different advantages and disadvantages of ICT integration. It explored ICT in social sciences education, but it would have been easier if it had included other subjects, for instance, Mathematics and Science. This study relied on existing research and focused on ICT integration. Future studies can also address these limitations and investigate other subjects that integrate ICT. This could provide insights into how ICT can be used in different disciplines. Policy makers should develop teacher training programs that provide relevant support and teach teachers how to effectively integrate digital and traditional tools in Social Sciences education. The enormous flow of information and use of technology have appeared in all fields worldwide. Studies have shown the significance of using ICT in teaching and persuading the vital essence of a deep personal understanding of ICT. This significance extends beyond its effective use, rationale, and application in instructional practices (Ngao et al., 2022). Researchers and teachers should share knowledge, collaborate, and address challenges to improve the use of these ICT tools and, in turn, create a more effective learning environment for learners.

BL should also be encouraged to promote more engaged and fun learning experiences. This study faces challenges and limitations.

Moreover, it recommends that researchers and educators should share their knowledge, foster collaboration, and learn more about the best practices and benefits of using these tools in social science pedagogy. School principals should also try to motivate parents and the community to get involved in integrating these tools into the educational process, building support among all stakeholders in the school.

The peer-reviewed literature identified many challenges and strategies for integrating digital and traditional tools in social science pedagogy. This study has provided a summary of my study, its significance, limitations, and recommendations. It answered the primary question, finding that combining both tools in social science education is important and that digital tools should not replace traditional tools but rather serve as additional tools. Integrating these tools makes learning fun and more engaging. Teacher training should also be provided for teachers who lack knowledge of how to use digital tools in their classrooms. This study found that many educators preferred the old-fashioned way of reaching learners, which, in their own hands, required more time and resources.

## VIII. CONFLICTS OF INTEREST

There are no conflicts of interest in this study.

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