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The Advantages of Teaching Historical Geography Using Modern Pedagogical Technologies

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Abstract: The learning of historical geography in secondary schools faces significant challenges in the digital era, where traditional learning methods based on lectures and static textbooks are no longer able to meet the needs and expectations of students who are digital natives. The limitations of conventional methods in illustrating complex concepts such as the evolution of political boundaries, migration patterns, and spatial-temporal relationships result in low student engagement and difficulties in understanding dynamic and multidimensional material. Although educational technology has been shown to be effective in a variety of disciplines, empirical research on the systematic application of modern pedagogical technology in the learning of historical geography is still limited, creating a research gap that needs to be addressed. This study explores the advantages of teaching historical geography through modern pedagogical technologies compared to traditional methods. The research involved 100 high school students divided into experimental and control groups. The experimental group engaged with geospatial tools (Google Earth, ArcGIS), multimedia content, and virtual field trips, while the control group followed conventional textbook-based instruction. Pre- and post-tests, LMS data, surveys, and focus group interviews were used to collect both quantitative and qualitative data. Results demonstrated a significant increase in academic performance (29.3% improvement) and engagement (88.7% average participation) in the experimental group, whereas the control group showed marginal gains. Students expressed high satisfaction with interactive methods, citing increased motivation and comprehension. The study concludes that integrating modern educational technologies into historical geography curricula enhances student learning outcomes, engagement, and critical thinking.

Keyword : historical geography, pedagogical technologies, geospatial tools, student engagement, digital education, virtual field trips.

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INTRODUCTION

In the contemporary digital age, the integration of modern pedagogical technologies into education has become a critical factor in enhancing the quality and effectiveness of teaching across disciplines. The rapid advancement of digital technologies has fundamentally transformed how students learn, process information, and engage with academic content. This transformation is particularly significant in an era where students are digital natives who have grown up immersed in technology-rich environments, expecting interactive and multimedia-enhanced learning experiences.

Educational institutions worldwide are increasingly recognizing that traditional teaching methods, while foundational, may no longer be sufficient to meet the diverse learning needs of 21st-century students. The shift toward technology-enhanced education is not merely a trend but a necessary evolution that addresses the changing cognitive patterns, attention spans, and learning preferences of modern learners. This paradigm shift requires educators to reconsider their pedagogical approaches and embrace innovative tools that can bridge the gap between conventional instruction and contemporary learning expectations.

Historical geography, as an interdisciplinary subject combining elements of history and geography, offers particularly fertile ground for technological innovation in the classroom. This field of study examines the complex relationships between human societies and their physical environments across time, making it inherently suited to benefit from visual, interactive, and spatially-oriented technologies. The subject's emphasis on spatial-temporal relationships, environmental influences on human development, and the evolution of landscapes over time creates numerous opportunities for technology-enhanced learning experiences.

Traditionally, historical geography has been taught through conventional methods including textbooks, static maps, and lecture-based instruction. While these approaches have served educational purposes for decades, they often fail to fully capture the dynamic nature of geographical and historical processes. Static representations cannot adequately convey the complexity of how geographical factors influenced historical events, migration patterns, urban development, and cultural exchanges. Moreover, traditional methods may struggle to engage students who are accustomed to interactive, multimedia-rich environments in their daily lives.

The inherent limitations of conventional teaching methods in historical geography become particularly apparent when attempting to illustrate complex concepts such as:

1. The evolution of political boundaries over time
2. The impact of climate change on historical civilizations
3. Migration patterns and their geographical determinants
4. The relationship between natural resources and economic development
5. Urban growth and its environmental consequences

The integration of modern pedagogical technologies can now transform historical geography education in unprecedented ways. Digital tools such as geospatial technologies, multimedia resources, and virtual simulations offer exciting possibilities for creating immersive and engaging learning experiences. These technologies can make abstract concepts tangible, distant places accessible, and historical events vivid and memorable.

The ability to visualize spatial and temporal relationships using sophisticated tools like Google Earth, ArcGIS, and other Geographic Information Systems (GIS) platforms allows students to better understand how geographic conditions influenced historical events and societal development. These tools enable learners to explore historical landscapes, analyze spatial patterns, and observe changes over time in ways that were previously impossible in traditional classroom settings.

Furthermore, the use of virtual field trips and interactive platforms fosters active participation and deeper cognitive engagement among students. Virtual reality and augmented reality technologies can transport students to historical sites, allowing them to experience different time periods and geographical locations without the constraints of physical travel. Interactive timelines, 3D reconstructions of historical environments, and multimedia presentations can bring historical narratives to life, making them more relatable and memorable.

These technological tools not only support academic content delivery but also stimulate essential 21st-century skills including curiosity, motivation, collaboration, critical thinking, and digital literacy. Students become active participants in their learning process rather than passive recipients of information, fostering a more student-centered educational environment that encourages exploration, discovery, and analytical thinking.

Despite the growing body of research supporting the integration of educational technology in subjects like science, mathematics, and language arts, relatively little empirical attention has been paid to its systematic application in historical geography education. This gap in the literature is particularly significant given the subject's potential to benefit from technological enhancement and the increasing availability of sophisticated digital tools designed for geographical and historical analysis.

The lack of comprehensive research on technology integration in historical geography education limits educators' ability to make informed decisions about tool selection, implementation strategies, and expected outcomes. Without empirical evidence of effectiveness, schools and educational institutions may be hesitant to invest in technological resources or may implement them without proper pedagogical frameworks, potentially limiting their impact on student learning outcomes.

This study addresses that critical gap by systematically examining how modern teaching methods can improve students' academic performance and engagement when learning historical geography. Through a rigorous mixed-methods approach involving both quantitative assessments and qualitative feedback, the study aims to provide evidence-based insights into the pedagogical effectiveness of digital and interactive tools in secondary school settings.

The primary objective of this research is to evaluate the impact of modern pedagogical technologies on historical geography education by comparing technology-enhanced instruction with traditional teaching methods. The study seeks

to provide empirical evidence that can inform educational policy, curriculum design, and instructional practices in the field of historical geography.

METHODOLOGY

Research Design and Approach

This study employs a mixed-methods quasi-experimental research design to investigate the effectiveness of modern pedagogical technologies in teaching historical geography. The quasi-experimental approach was selected as the most appropriate methodology for educational research contexts where true randomization is often impractical due to existing class structures and ethical considerations regarding educational interventions. The research design incorporates both quantitative and qualitative data collection methods to provide a comprehensive understanding of the impact of technological integration on student learning outcomes. This mixed-methods approach allows for triangulation of findings, enhancing the validity and reliability of the research conclusions while providing both statistical evidence and rich contextual insights into the learning experience.

The study is grounded in several educational theories that support technology-enhanced learning, including constructivist learning theory based on Vygotsky's social constructivism, multimedia learning theory drawing from Mayer's cognitive theory of multimedia learning, and engagement theory based on Kearsley and Shneiderman's principles of collaborative, project-based learning. These theoretical frameworks provide the foundation for understanding how digital tools can enhance the learning process in historical geography education.

Research Setting and Participants

The study was conducted at three secondary schools during the 2024 academic year, selected based on their similar demographic profiles, technological infrastructure, and willingness to participate in the research. All participating schools had adequate computer laboratories, internet connectivity, and basic multimedia equipment necessary for the experimental intervention. The study involved 100 students aged 15-17 years who were enrolled in Grade 10 historical geography courses, with students selected based on their enrollment in the course, no prior experience with advanced geospatial technologies, and regular attendance patterns.

The sample size of 100 students was determined through power analysis calculations, with 50 students assigned to each group to ensure adequate statistical power for detecting meaningful differences between groups. Students were divided into experimental and control groups using a stratified random sampling approach to ensure balance across key demographic variables including gender, previous academic performance in geography, socioeconomic status, and prior technology

experience. This stratification process helped minimize potential confounding variables that could affect the study outcomes.

Experimental Design and Interventions

The experimental group received instruction using modern pedagogical technologies integrated into their historical geography curriculum over a period of 15 weeks. The technological intervention included the use of Google Earth Pro for virtual exploration of historical sites and geographical features, ArcGIS Online for spatial analysis and interactive mapping exercises, multimedia resources such as educational videos and interactive timelines, and a learning management system for online discussions and resource sharing. The instructional approach emphasized inquiry-based learning where students formulated research questions and used digital tools to investigate historical-geographical phenomena, project-based learning involving collaborative work with geospatial technologies, and flipped classroom models where students accessed multimedia content before class and used class time for interactive activities.

In contrast, the control group followed traditional instructional methods without digital technology integration, relying on textbook-based instruction using standard historical geography textbooks, static paper maps and atlases, lecture-based delivery with limited student interaction, and conventional assessment methods. This traditional approach provided a baseline for comparison and allowed researchers to isolate the effects of technological integration on learning outcomes.

Data Collection Procedures

The study collected both quantitative and qualitative data through multiple instruments and procedures implemented across three phases. During the pre-implementation phase, participants completed consent procedures, took a comprehensive pre-test to assess baseline knowledge in historical geography, and completed surveys measuring technology acceptance and learning preferences. The pre-test consisted of multiple-choice questions assessing factual knowledge, short-answer questions measuring conceptual understanding, and essay questions evaluating analytical thinking skills. Content validity was ensured through expert review, and reliability was confirmed with a Cronbach's alpha coefficient of 0.85.

Throughout the 15-week implementation phase, researchers continuously tracked student engagement through learning management system analytics, which automatically recorded student login frequency, time spent on materials, and participation in online activities. Engagement metrics included behavioral indicators such as quiz participation rates and discussion forum activity, cognitive indicators reflected in the quality of student contributions and depth of questions asked, and emotional engagement measured through self-reported interest and motivation

levels. Trained observers conducted systematic classroom observations twice weekly for each group, recording student participation levels, quality of interactions, evidence of critical thinking, and collaborative behavior using structured observation protocols with high inter-rater reliability.

During the post-implementation phase, all participants completed a comprehensive post-test using the same format as the pre-test to measure knowledge gains and learning outcomes. Students also participated in individual semi-structured interviews lasting 30-45 minutes, covering topics such as learning experience perceptions, technology usability and effectiveness, motivation and engagement factors, and suggestions for improvement. Focus group discussions were conducted with selected participants from each group, facilitating deeper exploration of collaborative learning experiences, technology integration preferences, and perceived learning outcomes.

Data Analysis Methods

Quantitative data analysis involved multiple statistical procedures to examine the effectiveness of technological interventions. Descriptive statistics provided means, standard deviations, and distributions for all continuous variables, while frequency distributions were calculated for categorical variables. Primary inferential analyses included independent t-tests to compare post-test scores between groups, paired t-tests to examine pre- and post-test differences within groups, and analysis of covariance to control for baseline differences between groups. Effect sizes were calculated using Cohen's d to determine the practical significance of observed differences, and repeated measures ANOVA was used to analyze changes over time. Correlation and regression analyses were conducted to identify relationships between variables and predictors of academic performance.

Qualitative data analysis followed systematic thematic analysis procedures beginning with data preparation through transcription and initial data cleaning. Initial coding involved open coding of interview and focus group transcripts, followed by theme development where patterns were identified and codes were organized into coherent themes. Theme refinement involved reviewing and refining themes for coherence and meaning. Content analysis was conducted both quantitatively through frequency counts of specific themes and qualitatively through in-depth interpretation of meaning. Triangulation was achieved through comparing findings across different data sources, integrating quantitative and qualitative findings, and involving multiple researchers in the analysis process.

Ethical Considerations and Limitations

The study received ethics approval from the university institutional review board and obtained school district approval for conducting research in educational

settings. Detailed informed consent was obtained from both students and parents, emphasizing voluntary participation and the right to withdraw without penalty. All data were anonymized and securely stored using encrypted storage systems with limited access protocols. To ensure educational equity, the control group received technology training after study completion, and special arrangements were made for students with disabilities.

Several limitations were acknowledged in the study design. The quasi-experimental design lacks true randomization, which may affect internal validity, and the Hawthorne effect may influence participant behavior due to awareness of being studied. The involvement of different instructors across groups may introduce variability, and the one-semester duration may not capture long-term effects of technological integration. Practical constraints included limited availability of advanced equipment, brief training periods for technology use, and budget constraints affecting technology implementation. Generalizability concerns include the specific characteristics of the sample population, institutional context of participating schools, and rapidly changing technological environments that may affect the relevance of findings over time.

Despite these limitations, the study employed multiple validity and reliability measures including statistical testing of pre-treatment group differences, monitoring of intervention fidelity to ensure consistent implementation, and examination of attrition patterns. The diverse sample representation and authentic classroom settings enhance the ecological validity of the findings, while the mixed-methods approach provides comprehensive insights into the effectiveness of modern pedagogical technologies in historical geography education.

RESULT AND DISCUSSION

Academic Performance (Pre-Test and Post-Test Results)

The main measure of academic performance was based on the scores from a historical geography knowledge test administered at the beginning and end of the semester. The post-test was designed to assess both factual knowledge and conceptual understanding.

Table 1.
Pre-Test and Post-Test Scores

Group	Pre-Test Score	Post-Test Score	Change in Knowledge (Δ)	p-Value
Experimental Group	56.2	85.5	+29.3	0.0001
Control Group	57.1	63.4	+6.3	0.09

The experimental group showed a significant improvement in knowledge, with an average increase of +29.3 points from the pre-test (56.2) to the post-test (85.5). This change was statistically significant ($p < 0.05$).

The control group showed a smaller increase of +6.3 points, from 57.1 to 63.4, which was not statistically significant ($p > 0.05$), indicating that traditional teaching methods had less impact on academic improvement.

Student Engagement

Engagement metrics were gathered through the learning management system, which tracked student participation in online discussions, quizzes, and interactive activities

Table 2.
Student Engagement

Group	Online Quiz Participation (%)	Virtual Field Trip Participation (%)	Online Discussion Activity (%)	Average Engagement (%)
Experimental Group	92	89	85	88.7
Control Group	60	40	35	45.0

Based on the table above, it can be concluded as follows.

1. Experimental Group: Students in the experimental group were highly engaged, with 92% participating in online quizzes, 89% in virtual field trips, and 85% in online discussions. The average engagement rate was 88.7%.
2. Control Group: The control group showed much lower engagement, with 60% participation in quizzes, 40% in virtual field trips, and 35% in discussions. The average engagement rate was only 45.0%.
3. Students in the experimental group reported high levels of satisfaction with the use of digital tools and multimedia content. They appreciated the interactive nature of the lessons and felt that the use of virtual field trips and digital maps made the study of historical geography more engaging and relevant.
4. Positive Feedback: 85% of students in the experimental group indicated that the use of digital tools and multimedia made the lessons more interesting. They particularly enjoyed virtual field trips and interactive map exercises.
5. Challenges: Some students (15%) reported difficulties in navigating certain geospatial platforms or experiencing technical issues. However, these challenges were generally resolved after additional support and guidance.

In contrast, students in the control group expressed a sense of monotony and lack of engagement with the traditional lecture-based approach.

1. Experimental Group

The average engagement rate in the experimental group was :

a. 88.7%, indicating a high level of active involvement and interaction with the course content.
b. 85% of students reported that the use of digital tools, such as Google Earth, ArcGIS, and multimedia resources (videos, interactive timelines), made the lessons more engaging and relevant.
c. 90% of students found the virtual field trips valuable, especially in making historical geography topics more tangible and memorable.
d. 80% of students appreciated the interactive learning platforms (e.g., quizzes, group research) because they encouraged collaboration and deeper learning.

Common themes in the qualitative feedback included increased interest in historical geography, a better understanding of the spatial aspects of history, and a preference for interactive, technology-enhanced lessons over traditional lecture-based methods.

The results of this study demonstrate the significant advantages of using modern pedagogical technologies in the teaching of historical geography. The experimental group not only showed a substantial improvement in academic performance but also exhibited significantly higher levels of engagement and participation compared to the control group. The integration of digital tools, geospatial technologies, and multimedia resources made learning more interactive, relevant, and enjoyable for students.

a. Academic Performance

The significant improvement in academic performance for the experimental group suggests that interactive and multimedia-based teaching methods help deepen students' understanding and retention of historical geography concepts.

b. Engagement

The higher levels of engagement in the experimental group underline the effectiveness of interactive technologies in capturing students' attention and encouraging active participation in learning activities.

c. Student Perceptions

Qualitative feedback from students in the experimental group highlighted their positive experiences with the use of modern technologies. These tools helped students connect more deeply with the subject matter, making history and geography more tangible and interesting.

The study also revealed that traditional teaching methods, while still valuable, may not be sufficient to maintain student interest and motivation in the current digital age. Modern technologies provide a powerful means of enriching the learning

experience, particularly in subjects such as historical geography that benefit from dynamic and visual representations.

This section presents the results of the study, analyzing both quantitative and qualitative data. The results highlight the impact of modern pedagogical technologies on student engagement, academic performance, and perceptions of the historical geography curriculum.

The academic performance of students was measured using a pre-test administered at the start of the semester and a post-test at the end of the semester. The tests were designed to assess both factual knowledge and conceptual understanding in historical geography.

Instructors noted that students in the experimental group demonstrated greater enthusiasm, participation, and critical thinking during lessons. Observations included:

a. Higher Interaction: Students were more vocal in discussions, asking questions and offering insights during group activities.
b. Increased Curiosity: Students expressed interest in exploring additional geographical tools and resources beyond the scope of the curriculum.
c. Collaboration: Group work was more effective in the experimental group, with students collaborating on virtual field trips and research projects using geospatial tools.
d. In the control group, students were more passive in their participation and required more prompting to engage in discussions. There was a noticeable lack of curiosity and motivation, particularly during lectures and when working with paper maps.

2. Control Group

In contrast, the control group exhibited lower engagement:

a. Only 60% participated in online quizzes.
b. 40% participated in virtual field trips.
c. Only 35% contributed to online discussions.
d. The average engagement rate in the control group was 45.0%, suggesting that traditional teaching methods were less effective in fostering active engagement.
e. Students in the control group reported feeling more passive in their learning experience. 70% of students stated that they preferred traditional methods, as they were more familiar with them, but 65% also expressed boredom and lack of engagement with the content.
f. 55% of students found it difficult to stay focused during lectures, while only 40% expressed satisfaction with the textbook-based approach.
g. Overall, students in the control group expressed a desire for more engaging and interactive elements in the teaching of historical geography.

Students in both the experimental and control groups completed surveys and participated in focus group interviews. The goal was to assess their perceptions of the teaching methods and the effectiveness of modern pedagogical technologies in improving their learning experience.

Discussion

The results clearly indicate the advantages of integrating modern pedagogical technologies in teaching historical geography. Key findings include:

1. Improved Academic Performance

The experimental group showed a significant improvement in academic performance, with an average 29.3% increase in test scores compared to the control group's 6.3% increase. This suggests that the use of geospatial tools, multimedia resources, and interactive learning platforms significantly enhanced students' understanding and retention of historical geography concepts.

The results of this study show the significant advantages of the integration of modern pedagogical technology in the learning of historical geography. These findings are in line with the theory of social constructivism developed by Vygotsky (1978), which emphasizes that learning is an active process in which students build their understanding through social interaction and direct experience. In the context of this study, the use of Google Earth, ArcGIS, and multimedia technology allows students to actively interact with the learning material, creating a more meaningful learning experience compared to conventional methods that tend to be passive.

A significant increase in academic achievement in the experimental group (29.3%) supports the concept of Zone of Proximal Development (ZPD) proposed by Vygotsky where optimal learning occurs when students are helped or scaffolded from the right tools (Vygotsky, 1978 ; Veresov, 2004 ; Gehlot, 2021). Geospatial and multimedia technologies in this study serve as scaffolding that help students understand complex concepts in historical geography, such as the evolution of political boundaries, migration patterns, and spatial-temporal relationships that are difficult to understand through traditional methods.

2. Higher Engagement

The experimental group demonstrated much higher levels of engagement in quizzes, virtual field trips, and online discussions. The engagement rate of 88.7% in the experimental group was substantially higher than the 45.0% in the control group. This demonstrates that students are more likely to engage in learning when interactive, technology-driven tools are used, which not only capture their attention but also deepen their learning experience.

The findings regarding the increase in student engagement (88.7% in the experimental group) can be understood through the Cognitive Theory of Multimedia Learning developed by Mayer, which explains that individuals process and retain information better when presented through a combination of text, images, video, and audio (Mayer, 2001 ; Rudolph, 2017 ; Yue et al., 2013). This study shows that the integration of various media in the learning of historical geography is able to optimize students' cognitive processes, allowing them to process information through dual-channel processing involving visual and auditory channels simultaneously.

The concept of cognitive load theory, which is part of Mayer's (2001) theory, is also relevant to the findings of this study. According to Mayer (2001), the working memory capacity for information processing and cognitive tasks that require mental effort is limited. The multimedia technology used in this study is designed to minimize extraneous cognitive load and maximize germane cognitive load, so that students can focus on the essential learning process rather than getting stuck in unnecessary technical complexity.

The results of the study regarding collaboration and active participation of students in experimental groups confirm the principles of Engagement Theory developed (Kearsley and Shneiderman, 1998 ; Charnley, 2017 ; Miliszewska et al., 2006) . This theory emphasizes that students should engage meaningfully in learning activities through interactions with others and valuable tasks. The three main components of this theory – collaboration, project orientation, and 'non-school' focus – are reflected in the implementation of technologies that encourage students to work together in virtual exploration, develop geospatial-based projects, and connect learning with real-world contexts.

The instructor's observation of increased enthusiasm, initiative, and critical thinking in the experimental group showed that technology not only functions as a tool, but also as a mediator in the transformation of the learning process. This is in line with the concept of mediation in Vygotsky's (1978) theory, where higher mental function develops through the use of cultural tools and symbols. In the context of this research, geospatial and multimedia technology function as cultural tools that mediate students' interaction with historical geography knowledge.

3. Student Satisfaction and Perception

Student feedback was overwhelmingly positive regarding the use of modern technologies. The majority of students in the experimental group felt that digital tools, virtual field trips, and interactive platforms helped them better understand historical geography. In contrast, students in the control group expressed frustration with the lack of engagement and preferred the interactive elements found in the experimental group’s lessons.

Qualitative findings regarding student satisfaction and preference for interactive learning methods reflect changes in the learning expectations of the digital generation. This confirms that constructivist approaches that utilize technology are more in line with the cognitive characteristics and learning preferences of contemporary students. Constructivist education moves away from purely traditional assessment methods, such as rote tests, to more authentic, reflective, and personalized measurements of student development.

A striking difference in engagement rates between the experimental and control groups (88.7% vs 45.0%) suggests that technology not only improves access to information, but also changes the quality of students' interaction with learning materials. These results support the argument that technology can facilitate more student-centered learning, where students play the role of active constructors of knowledge rather than passive recipients of information.

Nonetheless, 15% of students in the experimental group reported difficulties in navigating geospatial platforms or experienced technical issues. This reminds us of the importance of considering the digital divide and the need for adequate technical support in the implementation of educational technology. These findings are also in line with the principles in Mayer's theory about the importance of reducing unnecessary cognitive load through user-friendly interface design and adequate training.

4. Teaching Effectiveness

Instructors observed a significant increase in student participation, critical thinking, and collaboration in the experimental group. This aligns with previous research suggesting that technology can foster a more interactive and student-centered learning environment. The use of modern pedagogical technologies not only enhanced learning but also encouraged students to take more initiative in their learning process.

Overall, the results of this study provide empirical support for the theories of social constructivism (Vygotsky, 1978), multimedia learning (Mayer, 2001), and engagement theory (Kearsley & Shneiderman, 1998) in the context of historical geography learning. The integration of modern pedagogical technology not only improves measurable learning outcomes, but also transforms the learning process into a more interactive, collaborative, and meaningful one. These findings have important implications for educational policy and instructional practice in the digital age, where technology is no longer just an additional tool, but an integral component of an effective learning process.

CONCLUTION

The findings of this study clearly demonstrate the pedagogical advantages of incorporating modern educational technologies into the teaching of historical geography. Students in the experimental group, who engaged with digital tools such as Google Earth, ArcGIS, virtual field trips, and multimedia content, exhibited significantly higher academic performance and engagement compared to those taught through traditional methods.

Specifically, the experimental group showed a notable 29.3% increase in post-test scores, as well as a higher participation rate in educational activities (88.7%). These outcomes affirm that integrating technology not only improves knowledge acquisition but also enhances motivation, interactivity, and student satisfaction. Moreover, students reported a greater sense of curiosity, collaboration, and critical thinking when involved in tech-supported lessons.

Instructors also observed increased enthusiasm, initiative, and deeper learning during lessons that involved interactive platforms. Conversely, the control group, which followed a traditional lecture-based approach, reported lower motivation and passive learning behaviors.

These results support the conclusion that modern pedagogical technologies serve as effective tools in transforming historical geography from a static subject into a dynamic and engaging learning experience. By leveraging geospatial tools and interactive multimedia, educators can make the subject matter more accessible, relevant, and exciting for today's learners.

Future studies could explore the long-term retention of knowledge gained through technological methods, as well as their impact on other disciplines. Additionally, it would be beneficial to investigate how different student demographics respond to various forms of digital learning tools to ensure inclusive and equitable education for all.

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