The use of the oral history teaching approach in social studies towards strengthening national
values and identity among Kuwaiti youth: A consideration of Kuwait Vision 2035

by

Abdulaziz K Al-Shammari

B.S., Kuwait University, 2010
M.S., University of Kansas, 2018

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Curriculum and Instruction
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2021

Abstract

The study examined three factors in order to demonstrate and prove the effectiveness of implementing oral history in teaching social studies: teachers' perceptions, teachers' familiarity, and oral history's effectiveness as a teaching approach. The goal of the study was to answer the following research questions: (1) what are the perceptions of middle-school social studies teachers concerning the use of oral history as a teaching approach, (2) how familiar are social studies teachers with the oral history-based approach, and to what extent is it incorporated into their teaching, and (3) how effective is using an oral history-based approach in social studies to improve Kuwaiti students' national values and identity?

Purposeful sampling was used in the selection of participants. This included focus group discussion, interviews, survey questionnaires, and observation notes, which were used for data collection. Thematic analysis was used to analyze the data after it was gathered.

The findings were categorized into three themes; (a) perceptions of middle-school social studies teachers concerning the use of oral history as a teaching approach, (b) familiarity of social studies teachers using oral history as a teaching approach, which included the extent of its integration into their teaching, and (c) effectiveness of teaching social studies using an oral history approach to improve Kuwaiti students' national values and identity.

The implications may be applied to a wide range of professional approaches as well as practical applications appealing to a variety of aspects, but in particular to the educational setting. The most noteworthy finding of this research study was the need to integrate the oral history approach at the institutional level in order to jump-start the approach's implementation within classrooms.

Social studies teachers perceived oral history as an effective teaching approach for multiple reasons. The first reason was due to its ability to create high engagement within the classroom, increasing students' responses. Another reason was it was viewed as an efficient tool for personal and intellectual development among students. It was also viewed as a supplementary learning material and a useful research tool in class. In addition, it was an effective social tool for improving students' national values and identity by increasing awareness. It was a critical part of the learning environment.

A number of recommendations for further studies have been forwarded in the hopes of applying these to effectively and continuously use the oral history-based approach in the classroom; the educational institutions, as well as the state, should spare no effort in the production of resources and materials in order to support teachers. Providing skills, training, and seminars should be considered in order to elevate and promote oral history-based approach within classrooms.

The use of the oral history teaching approach in social studies towards strengthening national values and identity among Kuwaiti youth: A consideration of Kuwait Vision 2035

by

Abdulaziz K Al-Shammari

B.S., Kuwait University, 2010
M.S., University of Kansas, 2018

A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Curriculum and Instruction
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2021

Approved by:

Major Professor
Dr. Bradley Burenheide

Copyright

Abstract

The study examined three factors in order to demonstrate and prove the effectiveness of implementing oral history in teaching social studies: teachers' perceptions, teachers' familiarity, and oral history's effectiveness as a teaching approach. The goal of the study was to answer the following research questions: (1) what are the perceptions of middle-school social studies teachers concerning the use of oral history as a teaching approach, (2) how familiar are social studies teachers with the oral history-based approach, and to what extent is it incorporated into their teaching, and (3) how effective is using an oral history-based approach in social studies to improve Kuwaiti students' national values and identity?

Purposeful sampling was used in the selection of participants. This included focus group discussion, interviews, survey questionnaires, and observation notes, which were used for data collection. Thematic analysis was used to analyze the data after it was gathered.

The findings were categorized into three themes; (a) perceptions of middle-school social studies teachers concerning the use of oral history as a teaching approach, (b) familiarity of social studies teachers using oral history as a teaching approach, which included the extent of its integration into their teaching, and (c) effectiveness of teaching social studies using an oral history approach to improve Kuwaiti students' national values and identity.

The implications for practice may be applied to a wide range of professional approaches as well as practical applications appealing to a variety of aspects, but in particular to the educational setting. The most noteworthy finding of this research study was the need to integrate the oral history approach at the institutional level in order to jump-start the approach's implementation within classrooms.

Social studies teachers perceived oral history as an effective teaching approach for multiple reasons. The first reason was due to its ability to create high engagement within the classroom, increasing students' responses. Another reason was it was viewed as an efficient tool for personal and intellectual development among students. It was also viewed as a supplementary learning material and a useful research tool in class. In addition, it was an effective social tool for improving students' national values and identity by increasing awareness. It was a critical part of the learning environment.

A number of recommendations for further studies have been forwarded in the hopes of applying these to effectively and continuously use the oral history-based approach in the classroom; the educational institutions, as well as the state, should spare no effort in the production of resources and materials in order to support teachers. Providing skills, training, and seminars should be considered in order to elevate and promote oral history-based approach within classrooms.

Table of Contents

List of Figures

List of Tables

Acknowledgments

Praise and gratitude to Almighty Allah (God) for making my life and doctoral journey blessed and fruitful. Without Allah's blessing and support, none of this work would have been possible.

I would like to acknowledge the dissertation committee members who inspired me as well as express my gratitude and appreciation to my major professor Dr. Bradley Burenheide, for his extraordinary effort and generous help. I would like to thank Dr. Burenheide for his encouragement and support from the beginning of my doctorate journey, as well as the work he has done in coordinating the dissertation process. I am fortunate and proud to have been a student under his leadership.

In addition, I would like to express my deepest thanks to my committee members Dr. Vicki Sherbert, Dr. Lisa Rubin, and Dr. Spencer Clark. Your experience, guidance, and encouragement were invaluable, and it was an honor to work with each of you.

Finally, I must express my very profound gratitude to my wife for her support, and I hope that my achievements will make her proud of me. Many thanks to my father as well for his support. I would like to express my love and thanks to my children Fakhar, Aliah, and Sara, for their patience during this long journey.

Dedication

To my parents

To my beloved wife

To my beloved children Fakhar, Aliah and Sara

Chapter 1 – Introduction

Introduction

In modern-day societies, a myriad of challenges exists among every nation around the globe. One crucial challenge is centered around the question of how to strengthen each nation's respective educational foundations in order to best suit the political, social, geographical, and cultural needs of that nation. Consequently, producing world-class, success-driven, and competent young citizens with an acute sense of nationalism and individualism is each nation's goal. Kuwait is no exception to this challenge. In response, the Kuwaiti government has published a seemingly wise goal entitled "Kuwait Vision 2035". This vision aims to achieve successful economic growth, especially in the oil business; however, it is not limited to national economics. This said vision also aims to significantly improve education and develop a Kuwaiti population possessing characteristics focusing on a powerful sense of national values and identity (World Trade Organization & Government of Kuwait, 2012).

In correlation with the Kuwait Vision 2035 and the rise of oral history, this dissertation investigates how beneficial the application of oral history in social studies is to the improvement of Kuwaiti middle-school students' values and national identity. This investigation has been conducted as a case study of oral history in the classroom. The topics explored by the students have included: *Kuwait as a Humanitarian Center, Role of the state of Kuwait in the Human Charity and/or Prince of Kuwait as the Humanitarian Leader* (Kuwaiti Ministry of Foreign Affairs, 2014). Through this activity, I intended to connect the progress of developing and instilling the students' national values and identity to the oral history approach. This dissertation identified Kuwaiti social studies teachers' awareness regarding oral history as an approach of

teaching and the level of their understanding of applying the oral history approach in their classrooms.

General Background

This section contains general statements on various issues that factor into the topic presented. The purpose is to provide the reader with a clear context of the study and dimensions taken into consideration. It illustrates the history and its use in the Kuwaiti context.

Kuwait's Current Status on Social Studies Curriculum

The curriculum for social studies in Kuwait was designed by the country's Ministry of Education. The subject matter, social studies, is introduced at the elementary school level in the fourth-grade and taught through tenth-grade at the high school level. Grade levels from fourth through ninth grade consist of the same structure across schools. However, the tenth-grade structure differs because it is based on the selected specialization of the student. Kuwaiti Ministry of Education and National Center for Educational (2016) designed eight competencies on social studies are expected from the pupils in the subject of social studies, as shown below:

1. Students will be able to "describe the main characteristics of the State of Kuwait" (p. 14).

2. Students will be able to "distinguish between the rights and duties of children" (p. 14).

3. Students will be able to "interact within social groups according to rules, laws, and regulations" (p. 14).

4. Students will be able to "behave morally in everyday life situations," which aligns with the majority of Islamic beliefs within the country (p. 14).

5. Students will be able to "make and assume basic decisions in familiar contexts," simulated in the classroom in situational problem discussions and assessments (p. 14).

6. Students will be able to "use various means for communicating adequately with peers and adults" geared towards the enhancement of their social skills and abilities (p. 14).

7. Students will be able to "contribute to reserving local and national resources," which will challenge their philanthropic effort towards the community (p. 14).

8. Students will be able to "respect and preserve the national heritage of Kuwait" (p. 14).

Kuwait Vision 2035

Kuwait Vision 2035 was declared in the year 2017 by the Kuwaiti Government. This vision has eight primary goals; however, only two goals were emphasized and used for this dissertation. One of the two goals is third in the list of Trade Policy Review (2012), as reported by the State of Kuwait, "to support human and social development" by promoting education, training, and research. The second is the sixth goal from the above list mentioned, "to consolidate the Islamic and Arab identity" (p. 8) through the preservation of Islamic and Arab identity that is lawful and in line with Kuwait's underlying constitution.

Kuwait National Identity

The population demographics of the State of Kuwait is such that there are more non-nationals stationed than natives. With the country's population of 4.3 million people, as of February 2020, approximately 70% are comprised of expatriates, while the other 30% are Kuwaiti nationals (World Population Review, 2020). In association with the increase of non-Kuwaiti nationals' workforce, Kuwaitis have become a minority in their own country. Because of this phenomenon, the government has developed publications, including laws and legal

amendments, in regards to nationality and Kuwaiti rights in efforts to protect and preserve Kuwait's national identity (Loew, 2007).

Islam is the most practiced religion in Kuwait, comprising 85% of the population (Loew, 2007). Thus, Kuwait's identity parallels that of Islamic identity. This Muslim mindset, along with its perspective of God and concepts of the universe, shapes the government, including the very structure of Kuwaiti's governance alongside their Islamic identity despite the absolute religious freedom stated in the Kuwait constitution with Kuwait's state religion declared as Islam (United States Department of State, 2018). Kuwait is also culturally defined as an Arab nation. Arabism is an "expression to the Islamic message at inception" (Sulaiman, 2017, para. 2).

Kuwait National Values

Kuwait's national identity follows Islamic identity; therefore, the country's national values follow Islamic values. There are three core concepts of Islamic belief: oneness, prophecy, and return. The first core concept embodies three major ideas at the human level: unity, freedom, and rationalism. Aside from the concepts, Islam has four principles that should be incorporated at the moral level: justice, equality, human dignity, and Shura. Shura is the Islamic moral code stating the value and respect of human rights as a Muslim's obligation (Sulaiman, 2017).

Oral History and Its Practices in Kuwait

Usage and application of oral history has gained popularity in the second half of the twentieth century, with Paul Thompson as a key player. Thompson and Bornat (2017) authored the book *The Voice of the Past* that later became a tool used in delivering their arguments on oral history. Their ideas caught attention, and the speculations regarding oral history multiplied. They argued this methodology served as a device to allow historians to record gaps in history and give credit to unheard groups of people for their part in that history.

One of the critical purposes of oral history is to gather information relative to the many dying cultures and languages in our world, especially in remote areas. It is also a way of recording the past by looking into various perspectives, including groups of people's opinions that may have been overlooked (Oral History Society, 2018).

Only a few references in the entire Arab States nation tackle oral history. Those include the documentation of stories about historical revolutions and socio-political transitions across the Arab Gulf. This suggested oral history has not yet been fully implemented and practiced in the Arabian academic culture. However, most recently, on February 9, 2020, the Library of the American University of Kuwait (AUK), in collaboration with Kuwait Projects Company (KIPCO), launched a project named Oral History and Documentation Project (OHDP). OHDP's primary goal was to record the modern history of the State of Kuwait. The project covers a wide array of topics on citizens born in the 1960s in order to capture the perspectives of those individuals who had taken part in important historical events. This has contributed to and was part of the Kuwait Vision 2035 through documenting history using the oral history fashion (Xinhua, 2020).

Oral History in the Classroom

According to Celik (2018), using an oral history approach to cover the country's history had reported success from teachers. Using oral history in social studies, teachers experienced benefits from oral history when applied in the classroom. He reported oral history is favorable when applied in a classroom setting since it is good at "exposing students to various perspectives, clarifying matters in students' minds, endearing history to students, motivating students to undertake research, increasing intergenerational dialogue, and expanding historical knowledge" (p. 130). Thus, oral history is indeed beneficial according to the experiences,

conclusions, and recommendations of social studies teachers in Turkey; Celik (2018) concluded that teachers collectively approved the study's approach mentioned above.

In the application of oral history, most notably on basic education, students can expand their knowledge past the basic elementary educational level. In a document entitled 'Oral History in the Classroom,' Walbert and Shawver (2007) stated that topical interviews are a great way of enabling elementary students to broaden their intellectual horizons by performing a more focused and complex task through oral history.

Association Between Oral History and National Values and Identity

With the use of oral history, forgotten national events can be revived. For example, in Cyprus, an experienced teacher at the secondary level revived national anniversary events using oral history as a strategy in research with her eleventh-grade students in their school during the 2011-2012 school year. The students and teacher then upheld the national anniversary, namely the National Organization of Cypriot Fighters. The National Organization of Cypriot Fighters was a freedom struggle and had only been celebrated for five years, between the years of 1955 and 1959 (Christoloudou, 2016). After learning of this through oral history approach, the students revived the celebration.

<div align="center">

Statement of the Problem

</div>

While the oral history approach has been proven effective, the State of Kuwait still lacks the usage of oral history in classrooms as an approach for teaching social studies at the time of this study. Since the re-emergence of oral history, various theories and positive remarks regarding its use have thrived. It has been applied and acknowledged in many research pieces as a methodology across the globe, both inside and outside the classroom, and treated as a valid technique. An increasing number of historians consider this type of strategy as a viable option in

history recording. Despite it being the traditional way of recording history, social studies teachers are not implementing oral history in the classroom. I find it very timely to apply the oral history approach in the classroom as it supports the Kuwaiti government's recently published Kuwait Vision 2035.

In a journal article by Ahmed (2018), entitled "Seeking Information from the Lips of People," oral history has been the major form of preserving history in the Arabian Gulf. Nevertheless, oral history is not yet considered a formal technique in teaching. For this reason, oral history has not yet been implemented and is often not considered as a teaching approach in schools, especially in the subject of social studies in the State of Kuwait, despite other countries who have used oral history beginning at the elementary level (Ahmed, 2018). It has also been pointed out by Nyhan and Flinn (2016) that oral historians agree that oral history would democratize the academic field.

There are only a few existing courses offered on historical methodologies within the Arabian Gulf universities. According to Abushouk (2017), a total of 29 courses were available on historical methods in the following six universities: King Saud University, Kuwait University, Qatar University, United Arab Emirates University, University of Bahrain, and Sultan Qaboos University. Among the courses offered, it is not yet guaranteed that oral history is included in the historical methodology subject. The number of courses provided on historical methods is relatively low in comparison to the other course categories, specifically the courses regarding Islamic History and World History (Abushouk, 2017). These statistics strongly suggest a shortage of history or social studies instructors who are aware of various historical teaching methods that may capture the oral history methodological technique. Thus, the application of oral history approach in the classroom lacks in the State of Kuwait.

Purpose of the Study

Social studies seek to instill a heightened understanding of the values, customs, and traditions that define the society, nurture enthusiasm to show concern for the world citizens live in and demonstrate understanding in their relationship with others (Kuwaiti Ministry of Education & National Center for Educational, 2016). Approaches in teaching social studies are yet to be developed and decided in Kuwait schools, including private and public standards. This research uses a qualitative case study designed to seek answers for the research questions that shape this study. This qualitative case study aims to explore and understand social studies teachers' perceptions using an oral history approach in teaching to improve Kuwaiti students' national values and identity.

Research Questions

This study aims to address the following research questions:

1. What are the perceptions of middle-school social studies teachers concerning the use of oral history as a teaching approach?

2. How familiar are social studies teachers with the oral history-based approach, and to what extent is it incorporated into their teaching?

3. How effective is using an oral history-based approach in social studies to improve Kuwaiti students' national values and identity?

Significance of the Study

Oral History's contribution to Kuwait Vision 2035

The study's goal is perfectly aligned with Kuwait Vision 2035 regarding educational innovation, Islamic identity, and the state's Arab orientation (World Trade Organization & Government of Kuwait, 2012). In terms of education, I would like to introduce the application of oral history in the classroom in the social studies curriculum, starting at the middle school level. I would like to impose the benefits of oral history on students for the development of critical thinking skills. Walbert and Shawver (2007) listed 13 different reasons why oral history is beneficial to students, some of which include:

1. Oral history allows students to learn about perspectives of individuals who might not otherwise appear in the historical record.

2. Oral history allows students to compensate for the digital age.

3. Oral history allows students to learn different types of information.

4. Oral history allows students to ask questions of personal interest.

5. Oral history helps all students feel included.

6. Oral history provides historical actors with an opportunity to tell their own stories in their own words.

7. Oral history helps students feel a personal connection to the past and the life of their community.

8. Through oral history, interviewees have a chance to participate in the creation of the historical retelling of their lives. (pp. 1-5)

Oral History Recognized as a Formal Teaching Approach in Kuwait

I hope and expect that oral history would finally be recognized and accepted as a formal teaching approach and technique in the State of Kuwait. This would require a shift in the traditional thinking of this said strategy being unreliable and require a new perspective open up regarding oral history. Thus, the knowledge of Kuwait's history and its other factors will be broadened. This will occur with the help of the unheard people who have been witnesses and large contributors to various historical events throughout the country. This may help fill the gaps in history as more versions of interpretations of history arise.

Kuwait Could Be a Part of Oral History Movement

Similar to other countries, I hope that organizations on oral history form in Kuwait, making it a part of the oral history movement. Organizations have already been formed internationally. Other oral history organizations are Oral History Association (OHA), Columbia Center for Oral History Research (CCOHR), International Oral History Association (IOHA), and Baylor Institute for Oral History (BIOH). OHA, CCOHR, IOHA, and BIOH were all founded within the United States alone (ZSR Library, 2019). More of these organizations are being formed across the world in a diversified manner of movement, which promotes oral history, not just as a research methodology but also as a classroom teaching technique. In Asia, projects of oral history are taken seriously, such as the South Asian Oral History Project (SAOHP) at the University of Washington Libraries (Bhatt & Iyer, 2012) and The Oral History Archives of Japanese Art (IKEGAMI, 2012).

Social Studies Teachers' Awareness of Oral History

With a movement towards oral history, extensive knowledge about this teaching approach will arise across the country. Teachers, specifically those who teach social studies, will

become knowledgeable about this method of instruction. Oral history will be applied in research as an arena to explore the benefits of different styles where it is concerned. Thus, the academic world in Kuwait will have a more diverse research method by including oral history.

Oral History Applied in the Classroom

In line with this, oral history will be applied in the classroom as a form of exercise and incorporated as a project under the subject of social studies. Since this type of teaching approach will be normalized into Kuwait classrooms, it will prove to be a tool in the learning environment for students beginning at the middle school level.

<div align="center">

Definition of Terms

</div>

The following terms are defined to help the reader understand the context of each term in this study.

Arab Nation (Countries / States / Homeland): "Composed of the following 22. countries: Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, and Yemen" (Turner, 2017, p. 71).

Arabian Gulf: "a shallow arm of the Arabian Sea between Iran and the Arabian Peninsula" (Cleveland & Morris, 2006, p. 327)

Arabism: It is the belief that the Arab people are one people united by language, culture, history, geography, and interests, and that a single Arab country will be established to gather Arabs within its borders from the Atlantic Ocean to the Arabian Gulf (Al-Douri, 2008, p. 24).

Elementary Level: "Students in Grade 1 to Grade 5" (Kuwaiti Ministry of Education & National Center for Educational, 2016, p. 9).

Expatriate (or Expat): "A person who lives outside their native country" (Buxton, 2013, p. 198).

Gulf Cooperation Council (GCC): political and economic alliance of six Middle Eastern countries—Saudi Arabia, Kuwait, the United Arab Emirates, Qatar, Bahrain, and Oman. The GCC was established in Riyadh, Saudi Arabia, in May 1981. The purpose of the GCC is to achieve unity among its members based on their common objectives and their similar political and cultural identities, which are rooted in Arab and Islamic cultures. Presidency of the council rotates annually (Zeidan, 2020).

High School: "Students in tenth-grade through twelfth-grade" (Kuwaiti Ministry of Education & National Center for Educational, 2016, p. 56).

History: "a branch of knowledge that records and explains past events" (D'Alleva, 2006, p. 15).

Informant: "a person who gives information" (Collin, 2004, p. 330).

Instructor: "a person who teaches something to another person" (Mitchell-Holder, 2016, p. 64).

Interviewer: "a person who conducts an interview" (Frey et al., 1991, p. 353).

Kuwait Vision 2035: "Long term policy vision published by the Kuwaiti government for economic sustainability, preservation of Arab and Islamic identity, and strengthening the constitution of Kuwait" (World Trade Organization & Government of Kuwait, 2012, p. 7).

Kuwait: Officially the State of Kuwait is a country in Western Asia. Situated in the northern edge of Eastern Arabia at the tip of the Persian Gulf, it shares borders with Iraq and Saudi Arabia. As of 2014, Kuwait has a population of 4.1 million people; 1.2 million are Kuwaitis and 2.8 million are expatriates (USA International Business Publications, 2007, p. 9).

Middle School: "a school including grades six to nine" (Kuwaiti Ministry of Education & National Center for Educational, 2016, p. 53).

Muslim: "A person who follows and practices the beliefs of Islam" (Pillai, 2003, p. 194).

National Identity: "is a person's identity or sense of belonging to one state. It is the sense of a nation as a cohesive whole, represented by distinctive traditions and culture" (Zantides, 2016, p. 1).

National Values: "belief in a general concept of interests and preferences of a particular group towards itself; maybe in a community, culture, or nation" (Kangal, 2007, p. 1), also "beliefs of a nation guiding the actions and behavior of its citizens and exerting influence on the way the citizens relate with each other, serve and engage with other communities." (Nyambu, et al., 2011, p. 138)

Non-Nationals: "are people who are not citizens of the country in which they currently reside" (Office of the European Union, 2012, p. 1)

Oral History: A field of study and a method of gathering, preserving and interpreting the voices and memories of people, communities, and participants in past events. Oral history is both the oldest type of historical inquiry, predating the written word, and one of the most modern, initiated with tape recorders in the 1940s and now using 21st-century digital technologies (Oral History Association, 2015).

Private School: "A school that is established, conducted, and primarily supported by a nongovernmental agency" (Merriam-Webster Dictionary, n.d, para. 1).

Public School: "A free tax-supported school controlled by a local governmental authority" (Merriam-Webster's Collegiate Dictionary, 2003, p. 1006).

Social Studies / Science: Alberta social studies program (2005) defined Social studies as:

the study of people in relation to each other and to their world. It is an issues focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live. (p. 1)

Assumptions and Considerations

This study assumes that social studies instructors in Kuwait are not knowledgeable and have not been exposed to the idea of oral history approach in teaching social studies; thus, oral history is not being taught in the classroom. Another assumption is students will build and strengthen their sense of national identity and values through the use of oral history. This would increase Arab identity and Islamic values focusing on the State of Kuwait. Theories about oral history as peace pedagogy and reconciliatory measure, as a means of cultivating cultural diversity, as a means of preserving history, and as a means to identify the self and the future are also assumed to be true.

The Arab Nations were mentioned in the study, but the focus is only on the State of Kuwait. Middle school students and social studies teachers in the State of Kuwait were referred to in this study. However, only eighth-grade students were selected. Thus, findings reflect the eighth-graders; they are not representative of generations through the middle school level, grades six to nine.

Summary

This chapter introduces the rationale for conducting this study, including an overview of the background, the research problem statement, the outline of the study's purpose, the research questions, the significance of this investigation, and the theoretical framework for this study. Three research questions were formulated to explore and understand social studies teachers' perceptions in using an oral history approach as a teaching approach. The questions were also formulated to determine if national values and identity are being supported and increased with the use and the application of the oral history-based teaching approach in social studies, starting at a young age. In Chapter 2, relevant literature is reviewed. The review focuses explicitly on Kuwait Vision 2035, Kuwait national values and identity, education in Kuwait, history instruction in Kuwait, oral history, democratization of the study of history, oral history approach, oral history in the classroom, challenges of oral history, oral history in the context of Arabian academic culture, usage and application of oral history approach, and discussion and impact of oral history.

Chapter 3 includes a detailed discussion of the research methodology utilized to carry out the study, as well as the participant information, data collection method, procedures followed, and a description of the data analysis. Chapter 4 presents the findings of this study. Lastly, Chapter 5 provides a summary and discussion of the research findings and presents recommendations for future research.

Chapter 2 - Literature Review

Introduction

Oral history has not yet been acknowledged as an official teaching approach for use in teaching social studies in Kuwait. Consequently, I aim to strengthen the current Kuwait social studies curriculum, as well as increase awareness of Kuwait social studies teachers on the methodology of oral history. This will cover its practices, including the discipline of oral history, the advantages and disadvantages of applying oral history in the classroom, and how oral history can strengthen Kuwaiti youth's national values and identity to align with Kuwait Vision 2035.

This chapter contains 11 sub-topics, including Kuwait Vision 2035, Kuwait National Identity and National Values, Education in Kuwait, History Instructions in Kuwait, Oral History, Democratization of the Study of History, Oral History Approach, Oral History in the Classroom, Challenges of Oral History, Oral History in the Context of Arabian Academic Culture, Usage and Application of Oral History Approach, and Discussion and Impact.

Kuwait Vision 2035 outlines and explains the Kuwaiti government's plan for educational shifts, including an achievement goal of 2035. Elaborating on the Kuwaiti government's idea, this vision highlights the importance of a strong educational foundation. Implementing oral history will also invigorate Kuwait's national values and identity and the educational plan for social studies.

Kuwaiti national values and identity contain information on the current state of Kuwait, including identity and values in the context of being an Arab Nation. This section provides information on how Kuwaitis are perceived from an international viewpoint concerning their religious sect, economics, and other common characteristics.

Education in Kuwait includes the present academic structure of the Kuwait educational curriculum from pre-school through the secondary level. As an organizational system for covering standards, the curriculum is subdivided into three categories. History instruction in Kuwait has its own subtopics: social studies curriculum, social studies at the elementary school level, social studies at the high school level, and finally, history as an element of social studies. The history curriculum section discusses the country's alignment of the social studies curriculum and specific social studies topics for each grade level, along with course goals. History, as an essential aspect of the social studies curriculum, is also highlighted. Finally, the number of courses offered regarding history methodology is detailed and how these impact the social studies curriculum's overall teachings.

Oral history includes the definition and history of this strategy. In addition, oral history's advantages, as well as a history of its use, are discussed in this section. Lastly, awareness of social studies teachers in Kuwaiti regarding the oral history strategy and its methodology are examined here.

Democratization of the study of history refers to the processes of oral history in a democratic discipline (Nyhan & Flinn, 2016). Included are the impacts of implementation. Oral history approach tackles the methods and steps in conducting an oral history interview. Seven steps for successful implementation of this approach are explained. Oral history in the classroom, challenges of oral history, oral history in the context of Arabian academic culture, usage and application of oral history approach, and discussion and impact are all self-explanatory.

Theoretical Framework
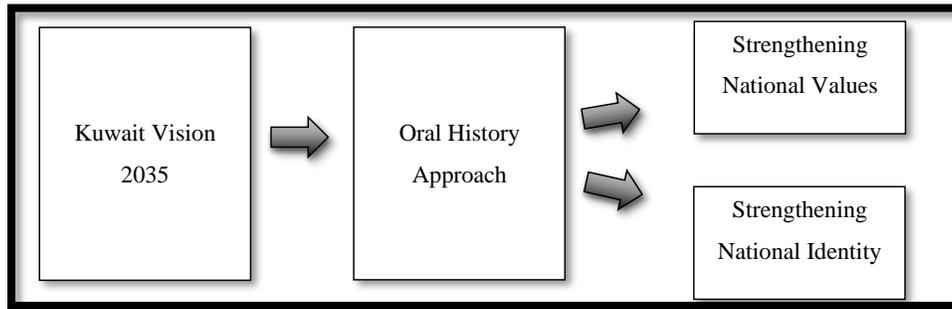
Figure 1. Design Concept

This research tackles the effectiveness of oral history approach to improve Kuwait's national identity and values aligned with the Kuwait Vision 2035 by Sheikh Sabah Al-Ahmed Al-Jaber Al-Sabah (see Figure 1). The nationwide developmental goal includes educational improvement and preserving Arab-Islamic identity (Ministry of Foreign Affairs of the State of Kuwait, 2020).

Underlying Theories of Peace Pedagogy and Reconciliatory Measure, Cultivating Cultural Diversity, Preserving History and Identify the Self and the Future

Oral History as Peace Pedagogy and Reconciliatory Measure

Llewellyn and Cook (2017) argued that oral history is a mode of archival opinion supporting peace pedagogy due to the fact that the work of oral historians develops through time; therefore, its approach differs. From barbaric to civilized systems, oral history has driven its peaceful methodology and has developed as a form of reconciliation measurement different from previous processes. The tasks of oral history capture existing problems such as systemic injustice. Through this, healthy relationships in the academic grounds are established successfully.

Looking forward to the critical pedagogy, more focus is being allocated on the building of consciousness, providing tremendous potential in the use of oral history regarding peace education. Oral history grants unheard voices to be heard and opinions of the past to be highly valued, unlike before when insights were discarded. This has revolutionized the ancient thinking pattern and given opportunities to the marginalized people.

Similarly, this became an avenue to provide the disregarded with a sense of inclusion that eventually changed the direction of historical methods of recording and understanding the past. Furthermore, oral history methodology has broken the cycle of unfair treatment to the silenced and built a more dignified community. Llewellyn and Cook (2017) provided,

Exemplars of oral history projects for peace education from an extensive survey of international education initiatives that focus on teaching about conflict and/or reconciliation. These exemplars illustrate how oral history can renew peacebuilding pedagogy in education—learning that is humanized, transformative, and affective. (p. 1)

According to Christodoulou (2016), there are two pedagogical elements in the application of oral history in the classroom: "inspiration" and "engagement." These elements help students relate to and interact with the primary source of information. This concludes that oral history is the best research methodological practice. Not only are the experiences channeled from the past, but emotions are included as well.

Besides that, teachers need to develop students' crucial skills, support students learning "through researching background information, writing interview questions, conducting an interview, and writing about what they learned" (Dutt-Doner et al., 2016, p. 263). All of these will be incorporated and utilized in this paper.

Oral History as Means of Cultivating Cultural Diversity

Collaborating with different cultural traditions and beliefs, a community activist named Vicente (Community Tool Box, 2020) stated oral history traditions are preserved with cultural influences. These are pieces of intangible heritage begging to be safeguarded. At UNESCO (2003) convention, the term intangible heritage was explained and clarified as an umbrella word built from the following: oral traditions and expressions including native languages, music, theatrical performances, social norms, rituals, beliefs, and style. This was an important contribution towards cultural diversity in regards to recording strategies since the result of many are often exposed to the risk of undesired devaluation of the oral cultures (UNESCO, 2003).

Oral History as Means of Preserving History

Keeping photographs and collecting video recordings are some of the many ways to preserve one's special personal memories, including weddings, birthday celebrations, and local or international travel events. In the preservation of unforgettable experiences in life, both pleasant and unpleasant, oral history methodology is a useful tool. To elaborate, and as cited in the Society of American Archivists (Eidson, 2014), oral history methodology is an interview-based process that records and preserves an individual's or group's memories of experienced past and historical events. There are two well-known organizations: the OHA and SAA. Examples of oral history documentation can be found on their websites. Preserving history orally passes stories from one person to another. This method could be implemented by teaching oral history at schools or even in people's respective homes (Eidson, 2014).

Oral History as Means to Identify the Self and the Future

China's farmers were left to pass information orally due to the insufficiency of data and written instructional materials within the villages. Consequently, this made oral history a vital part of their daily lives, enabling them to save information of agricultural processes and

techniques from becoming extinct. In recent years, driven mainly by the unfortunate impact of

industrialization and rapid urbanization, many farmers and their family members, specifically the

young, have given up agriculture as their career and moved to cities in search of jobs.

Consequently, the current elderly farmers, the only population left to preserve the memory of

traditional farming practices, seem unable to pass on their knowledge and history (Liu et al.,

2016).

Kuwait Vision 2035

In 2017, the Kuwaiti Government declared a highly ambitious vision labeled "Kuwait

Vision 2035". This attempt from the government was to produce a long-term solution regarding

its national issues concerning economic growth, social development, and strengthening national

identity. This vision has the following six goals: 1. to increase the GDP (Gross Domestic

Product) and raise the citizens' standards, 2. to encourage the private sector to play a lead role in

national development, 3. to support human and social development, 4. to promote demographic

policies, 5. to enhance and improve the effectiveness of government administration, and 6. To

consolidate the Islamic and Arab identity. This is directly relevant to this dissertation, for it

specifically mentions the improvement of education and strengthening its values and identity.

Explicitly, the third goal focuses on the promotion of education, training and research, and the

sixth goal focuses on the preservation of Kuwait's religious identity that is aligned to their

national constitution (World Trade Organization & Government of Kuwait, 2012).

In shaping the youth's mental and physical competencies through education, it is

necessary to have a specific plan since the future of the government's condition relies on these

young people's prospects. Thus, "developing the public sector and enhancing education are

crucial for administering Kuwait's future vision and the work market" (Kuna News Agency,

2019, para. 1). To enhance Kuwaiti education, build values, and redefine national identity, it is vital to give special attention to these goals. Redefining national identity and values can be done through historical literature. According to Pavylyshyn (2016), the role of literature "can articulate the values of the nation and postulate the existence of a national community" (p. 77).

The influence of historical literature has proven to be strong throughout the world. For example, America has successfully unified its citizens by romanticizing their identity years after the Declaration of Independence was signed. The existence of songs demonstrating pride and uniting the country is proof of their national identity. In the earlier part of the 19th century, romanticism was the primary movement in American literature. This was not entirely unexpected or unforeseen, as romantic themes have always been a strong element in the American culture, even without the aesthetic or philosophical principles of romanticism. Americans cherish their natural aspect, which they find to be their identity, their claim to be a great nation, as well as their historical records. Nevertheless, the earlier days' author faced problems trying to combine nationalistic ideals with the European impulses (Virtanen, 1992). In line with this, it is an excellent idea for Kuwaitis to have such qualities in stories represented and used from the beginning at a young age and shared through the school experience. The goal is to align with the Kuwait Vision of 2035.

<center>**Kuwait National Values and Identity**</center>

National Values

Values are defined as the common belief of a general concept of interests and preferences among a particular group towards itself; this may define a community, culture, or nation. Values are crucial to a nation since they serve as the foundation of national morality and ideally mold concepts of the population's personality and culture (Kangal, 2007). Kuwait's national identity

emphasizes Muslim values; thus, its values follow the Islamic approach. For example, In Kenya, national values include national patriotism, democracy, and equity (Kenya Revenue Authority, 2015). The definition of national values varies from one country to another and this is important to be noted.

National Identity

Parekh (2010) argued that national identity is not just a small part of a single person. Instead, it is a group of characteristics within communities. Also, Johnson (2019) has reported a need for national identity among citizens in order to have unified, diverse populations. He defined national identity as a remarkable and noticeable characteristic of one person that could be identified and linked to his or her country origin.

Language is one of the most persuasive examples of national identity. The language a person speaks and the person's comfort in communicating through that language, whether written or oral, says much about a person's national identity. Taylor (2017) stated that "the idea that language binds a nation together isn't surprising" (para. 5). From the study about what it takes to be a true nationality, conducted by Pew Research Center, 14 countries with a total of 14,514 respondents were surveyed, and language was identified as the most important fundamental part of one's national identity. Results from the report showed European countries (such as the Netherlands), America, and Japan view language as a critical part of national identity, more so than the birthplace or the practice of sharing customs and traditions (Stokes, 2017).

Gulf Cooperation Council (GCC) states are still debating the definition of their national identity. However, they tend to focus on the importance of the role of officials and their respective family members as an icon of the nation. Consequently, GCC states also give high

emphasis to the Muslim male tribal members (Chatham House Middle East et al., 2012). The Middle East has beautiful cultural diversity and is mostly associated with Islamic beliefs. The uniqueness of Middle East society is due to the accumulation of influence from different cultures.

<p style="text-align:center">Education in Kuwait</p>

Like most countries across the globe, the Kuwait educational system comprises a K-12 educational system organized into three categories. These consist of the following: five years of elementary school, four years of middle school, and three years of high school (five-four-three) (Kuwaiti Ministry of Education, 2008). The National Kuwait Curriculum has been developed to achieve an expected level from students at the completion of elementary education. Students should master Quranic Studies, Islamic Education, Arabic Language, English Language, Mathematics, Science, Social Studies, Information, Communications Technology (ICT), Art, Music, and Physical and Health Education (Kuwaiti Ministry of Education & National Center for Educational, 2016).

In addition, according to the Kuwait Ministry of Education (2016), intermediate through secondary students across all curriculum subject matter includes three curriculum stages. The first stage is called "further extensive development and basic orientation" (p. 10) and comprises sixth and seventh grades. This stage "aims to deepen knowledge in different learning areas, ensuring the initial foundation for further secondary education and is focused towards career orientation" (p. 10). The second stage is called "reinforcement and enhanced orientation" (p. 10) and comprises eighth and ninth grades. This stage "orients learners to consider different future schooling and career options" (p. 11). The third stage is comprised of tenth grade and above. It varies in its approach as it depends on each student's chosen specialization and allows for their

choice in their respective academic institution (Kuwaiti Ministry of Education & National Center for Educational, 2016).

As part of Islamic education, Kuwaitis link their identity and values from the Prophet's biography and Islamic history to their religion. The United Nations (UN) World Data on Education stated that

> the strategic targets and goals envisaged in the Education Strategy 2005-2025 include contributing to enhancing the values of faith in the importance of dialogue and respect for human rights among the educated and providing the basis for a sound democratic life. (United Nations, 2014, p. 2)

Kuwait assesses student performances in national academics, including integrated systems of knowledge, skills, attitudes, and values through the national Middle East Studies Association (MESA) assessment system. This assessment is taken three times during a student's academic career, at the end of elementary school, at the end of middle school, and at the end of high school (Kuwaiti Ministry of Education & National Center for Educational, 2016).

Kuwaitis are said to originate from nomadic tribes that settled along with the Arabian Gulf coast due to easy access to water and avoid desert areas' dryness. They then built shelters capable of protecting them against rival tribes scattered within the desert (Alsmadi et al., 2013). With this, the country Kuwait derives its name from the Arabic language "kut," which means "fort" (Crysta et al., 2020, para. 1). The population of natural Kuwaiti citizens in their own national territory has significantly depleted over time. This has resulted in the rise of fear, which has led to "loss of dominance, compounded by the country's precarious relationship with neighboring nations such as Iraq," also leading to "extremist policies and practices regarding the assertion of nationality and the rights of Kuwaiti nationals" (Loew, 2007, para. 1).

History Instructions in Kuwait

Social Studies Curriculum

Social studies teachings involve acknowledging and understanding how societies work and how people can participate as critical, effective, informed, and responsible citizens of today and tomorrow. Contexts are drawn from the past, present, future, as well as among places within Kuwait and beyond. The social studies subject seeks to inspire eagerness and evoke learners' curiosity to inquire about real-world issues concerning their lives (Kuwaiti Ministry of Education & National Center for Educational, 2016). This provides information about the student's background as an individual as well as being a citizen in their country. Thus, social studies instruction develops knowledge of how and why within a community and throughout the entire world.

The social studies curriculum envisions students as being informed, concerned, and participative citizens who demonstrate proficient decision-making skills and are eager to contribute dutifully to the world they live in. Social studies seek to instill in pupils a heightened understanding of values, customs, and traditions that define the Kuwaiti society, nurture enthusiasm to show concern for the world they live in and demonstrate understanding in their relationships with others (Kuwaiti Ministry of Education & National Center for Educational, 2016).

Within the social studies curriculum, educational institutions and other recognized organizations are responsible for developing and deciding the best program to be used in Kuwait schools, including private and public standards. Consequently, this has produced the following expectation for students after completion of secondary education. Competencies in Social Studies are as follows:

1. Describe the main characteristics of the State of Kuwait as compared to other countries.

2. Distinguish between the rights and duties of children as individuals living in current day society.

3. Interact within social groups according to rules, laws, and regulations.

4. Behave morally in everyday life situations.

5. Make and assume basic decisions in familiar contexts.

6. Use various means for communicating adequately with peers and adults.

7. Contribute to reserving local and national resources.

8. Respect and preserve the national heritage of Kuwait (Kuwaiti Ministry of Education & National Center for Educational, 2016, p. 14.)

Social Studies Textbooks in Elementary School

The instruction of the social studies curriculum begins for students in fourth grade. Thus, at the elementary school, only the fourth and fifth-grade students are taught social studies. The general competencies for elementary students include:

1. Analyzing and explaining social structures and ways of personal involvement in a variety of social contexts.

2. Exploring social facts and processes of everyday life.

3. Assuming and applying norms and rules for living together in different communities.

4. Taking decisions concerning social life in a responsible way (Kuwaiti Ministry of Education & National Center for Educational, 2016, p. 21).

MOE has already provided an overall detailed plan on the social studies curriculum in Kuwait. The institutions' role is to properly execute the guidelines stated above and uphold its mission and vision.

Social Studies Textbooks in Middle School

Unique and distinct topics are assigned across each grade at the intermediate level. "Kuwait and the Arabian Gulf" is discussed in sixth-grade, wherein Kuwait's demographic location is identified as well as the language and religion of the nation. "Kuwait and the Arabian World" is discussed in seventh-grade, wherein environmental features are explored as well as appropriate solutions to conflicts. "Islamic world" is discussed in eighth grade, connecting the natural environment's impact on the Islamic World's economy and societies and exploring aspects of cooperation among Muslim countries. "The World" is discussed in ninth-grade, wherein the goal is to distinguish the types of relations (political, economic, social, and cultural) among the world's countries. There are various topics beginning in the tenth grades that align with the student's selected specialization (Kuwaiti Ministry of Education & National Center for Educational, 2016).

History as an Element of Social Studies

History is one of the five components of social studies. According to Merriam Webster (1998), history is "a branch of knowledge that records and explains past events" (Merriam-Webster's Collegiate History, History, p. 550). It tackles every past event throughout the entire universe, including geographical, cultural, and political, as well as any aspect of life from the beginning of time. As an important component of social studies, history starts in fourth grade, educating students to "explore the old and contemporary history of Kuwait and the population

structure before and after the emergence of oil" (Kuwaiti Ministry of Education & National Center for Educational, 2016, p. 27).

History education continues in fourth-grade with "Origin, Independence, Sovereignty, and Symbols of My Country" and "Our Heritage" includes including "identifying the cultural features of the Arab World over History to have a better understanding of the current conditions and shedding light on the future" (Kuwaiti Ministry of Education & National Center for Educational, 2016, p. 33).

Discussions about history are not limited to telling tales from the past but also include an attempt to explain the present and future events by developing an understanding of how events are connected. This creates a link from the past to the future. For this reason, teaching history has various strategies for implementation. Two techniques used in teaching history are the Narration Technique, where the "teacher narrates the topic and the students try to acquire knowledge through the narration" and Drill Technique, which is "based on the assumption that if a particular learning is revised several times, it becomes stable and permanent" (Agarwal, n.d., para. 3-4).

Oral History

Definition of Oral History

The Oral History Association (2005) defined oral history as:

A field of study and a method of gathering, preserving and interpreting the voices and memories of people, communities, and participants in past events. Oral history is both the oldest type of historical inquiry, predating the written word, and one of the most modern, initiated with tape recorders in the 1940s and now using 21st-century digital technologies. (para. 1)

Oral history is an excellent primary source that reduces the risk of collecting false information and adds a fresh perspective from an event or phenomenon. Note that oral history is knowledge passed from person to person, thus making the majority of the information subjective. In addition, oral history is defined as

> distinguished from other forms of interviews by its content and extent. Oral history interviews seek an in-depth account of personal experience and reflections, with sufficient time allowed for the narrators to give their story the fullness they desire. The content of oral history interviews is grounded in reflections on the past as opposed to commentary on purely contemporary events. (Oral History Association, 2009, para. 5)

Oral historians are often confused with oral traditionalists. An oral traditionalist is defined as someone using a mode of communication in storing stories such as folklore. Oral traditionalists are focused on community legends and cultural beliefs (Foley, 2019). In contrast, oral historians are concerned with documenting past events and "attempt to verify their findings, analyze them, and place them in an accurate historical context. Oral historians are also concerned with storage of their findings for use by later scholars" (Milton, 2016, p. 12). The difference between these two historians is a romanticized representation of stories versus an accounting of facts and events having actually occurred.

Advantages of Oral History

Oral history is extremely beneficial to researchers. Ardemendo et al. (2014) explained there are multiple factors and benefits from practicing oral history methodology, including increasing critical thinking skills, developing organizational skills, strengthening communication skills, and helping students achieve state and national standards. These soft skills, aligned with

student abilities, have become a significant part of elementary classroom learning over the past few years. As a further benefit, oral history can have a positive impact on teachers.

Oral history practitioners claim that the application of oral history in the elementary classroom has multiple benefits to students. It allows them to learn historical content and related disciplines, research skills, develop writing and critical thinking skills, feel personal connections to the past, make personal connections to their own community, and develop valuable interpersonal skills (Walbert, 2007).

Oral history can be a powerful catalyst for change. The experiences of collecting data and discussing gathered information, whether from the viewpoint of the interviewer, narrator, or listener, can impact a person's understanding of history. This ultimately contributes to a shift of consciousness or a realization of injustice where ignorance existed before the experience. Meaning, the practice of oral history can inspire change in peoples' political awareness as well as inspiring action. All in all, the practice of oral history can attribute to a strong foundation of national values (Group of Oral Historians, 2014).

History of Oral History

Thompson and Bornat (2017), the authors of the very popular and highly praised book *The Voice of the Past,* are key players in the re-emergence of oral history as a research methodology. Thompson is also one of the founders of the Oral History Society, founded in 1971. In his book and other publications, Thompson argued oral history, as an avenue of recording society's history, brings unheard groups of people their well-deserved recognition as viable sources of information rather than being ignored and forgotten in the past.

Oral history has been practiced for centuries. Hunner et al. (1996) reported a summary of the history of oral history:

Oral history has been part of human history ever since people could talk. It was the first type of history in pre-literate societies. Humans transmitted their history and culture by word of mouth and recited poems. The legends and stories of a people are orally passed down through the generations as younger members of a society learned the narratives from the elders. Eventually, some of these oral histories were written down as epic poems such as The Iliad and The Odyssey or as religious texts like the Mayans' book of Popul Vuh. Thus, oral history has deep roots. (pp. 6-7)

For centuries, history has been recorded orally. Early scholars documented events of their lives as well as phenomena that occurred in their surroundings, including observations and experiences of weather, seasonal changes, and political happenings. Eventually, these stories were recorded in written format. As written history continued to develop, it led to the downfall of oral history methods, "as a result, while oral sources often played a significant part in the writing of histories, these were just as often downplayed in comparison with evidence drawn from documents" (Smith, 2008, para. 6).

Fortunately, oral history has seen a rise in the second half of the 20th century due to the formation of various organizations and movements which recognize oral history across the globe. One of these, aside from Thompson's society, is the creation of the Oral History Society in the United Kingdom.

Another important influence in the remaking of oral history came from those with an interest in capturing the disappearing traditions of the countryside. In the 1950s, the School of Scottish Studies at Edinburgh University and the Welsh Folk Museum established recording programmes. A common feature of these early "folklife"

32

collections was the recording of minority groups, such as Gaelic speakers. (Oral History

Society, 2018, para. 9)

Due to these organizations and movements, the number of oral history practitioners is growing rapidly around the world.

Few courses on historical methodologies are being offered at universities in the Arabian Gulf. Abushouk (2017) found that only six of the Arabian Gulf Universities offer courses regarding historical methods. There are three courses at King Saud University, two courses at Kuwait University, three courses at Qatar University, eight courses at United Arab Emirates University, four courses at the University of Bahrain, and three courses at Sultan Qaboos University. The number of courses offered on historical methods is relatively low in comparison to other courses, including Islamic History and World History. This imbalance indicates a shortage of history instructors' awareness and use of various historical teaching methods that may capture the oral history methodological technique on research.

Democratization of the Study of History

Democratization of education happens as a result of curriculum reforms and other advancements, prioritizes the inclusion of the institution, instructors, teachers, parents, and students in order to refrain from violations against people's rights like discrimination. This develops from an attempt to offer everybody an equal opportunity and create an astonishingly unified student body and staff.

The democratization of education requires change on two key dimensions: the format in which content is presented and "the cultural context in which research, modeling, teaching, and debate is conducted by whom, for whom and at what ages, levels, and settings as part of daily life" (Lempert, 2010, p. 2).

United Nations Educational, Scientific, and Cultural Organization (UNESCO) has advised the implementation of the democratization of education for classrooms across the world, most notably being used in countries that are UN member nations. Undeniably, problems arise when it comes to implementing the democratization of education. Two aspects affected by this implementation are the practical and political conflicts created (Le Gall et al., 1973).

History is an essential aspect of education, but it has a tremendous predisposition to become inconsistent because its sources contain different stories. These stories are determined by multiple viewpoints that should be considered thoroughly but often are neglected or overlooked. In the midst of analyzation and identification of which stories are a true part of history and which stories include fallacy statements, the final conclusion entirely depends on the historians' collective personal and professional judgment regarding the sources' interpretation. Thus, education's democratization is vital to the subject matter of history for equal opportunity to express what students, teachers, and historians believe is the truth from the past:

> If history is to be a science promoting the long-term human vision, it needs to follow democratic procedures for openness, accountability, and responsiveness to universal objectives, and due process rather than become top-down doctrine serving parochial, nationalist, elitist, or short-term objectives. (Lempert, 2010, p. 3)

The government can democratize society and use the historical method of investigation to produce proper arguments and reasoning. Different elements should be seriously taken into consideration in order to uphold the best assertion of history taught to juvenile citizens in the classroom. Historians should follow factors that include democratizing the hidden curriculum, as well as democratization of the educational structure, processes, and the environment (Lempert, 2010).

The democratization of education gives an overall trajectory to the collective response regarding the "return to history." This reflects an increase of appreciation and recognition among political scientists and theorists about various situations throughout history and the process of democratization, as well as practical and political constraints imposed by history on the prospects of democratization. Furthermore, though history may not be exact and precise due to the romanticism of people and events, it can help identify enduring problems and find solutions of causality and endogeneity that plague various traditional historical approaches (Capoccia & Ziblatt, 2010).

Oral History Approach

Before conducting oral history, one must be aware of its downsides. It is highly noted that information through oral traditions is subjective and purely opinion-based. Besides, all lives and memories are diverse, which are further impacted by emotions and beliefs. For this reason, it is advised to capture sample sizes that are as large as possible to correct the downsides of oral history (Moorhead, 2020).

The interview is the primary technique in performing oral history. Both the interviewer and the interviewee should be knowledgeable of the topic at hand. Therefore, "interview in oral history does not mean gathering data but collecting detailed information with regard to rules in oral history which aim at retaining transparent data rather than disseminating news" (Tavakkoli, n.d, p. 1). Because of this, profound interview skills are highly expected, as exemplified in the following:

> The interviewer should do preliminary research on the subject of interview and gather
> relevant detailed information in advance in order to have the required knowledge of the

work. The more the interviewer knows about the interviewee and the subject, the better

he can establish rapport with the interviewee. (Tavakkoli, n.d, p. 2)

Seven steps were laid out to conduct oral history properly: "Step 1: Confirming the interview.

Step 2: Gathering information. Step 3: Formulating your questions. Step 4: Listening. Step 5:

Recording notes. Step 6: Ending the interview. Step 7: Transcribing the interview" (Elsdon,

2015, para. 3-9).

Similar steps were presented by a second source on the sequence of oral history research:

Step 1: Formulate a central question or issue. Step 2: Plan the project. Step 3: Conduct

background research. Step 4: Interview. Step 5: Process the interview. Step 6: Evaluate

the research and interview; cycle back. Step 7: Organize and present results. Step 8: Store

materials archaically. (Grinell & Unrau, 2011, p. 140)

Both of these sources demonstrate the importance of the interview when conducting oral history

research. Conducting a proper interview is of utmost importance and is required in order to

provide the most reliable information, limiting bias as much as possible.

Oral History in the Classroom

When applying oral history to classrooms, the instructor should first be knowledgeable

before encouraging students to perform oral history research themselves. When starting an oral

history project in the classroom, the first lesson introduces the oral history approach, including a

definition, origin, and methodology. The second step, which is crucial for success, is introducing

a classroom project. The third step involves instructions and tips on being an effective

interviewer. The fourth step in this process is inviting qualified narrators for interviews. The fifth

step is interview preparation, which may include conducting background research for a topical

project or conducting background research for a life history project. The sixth step in this

application is equipment testing; this is a pilot interview to check the tools' functionality being utilized to record the interview. Seventh is conducting the actual interview. Lastly, students share research findings (Foley & Aarstad, 2017). Student Community Research Guide authored by Randles and Harmon (n.d.) has a similar guide from Foley and Aarstad.

Oral history allows students to learn about the perspectives of individuals who may not otherwise appear in the historical record, compensate for the digital age, learn different kinds of information, ask questions of personal interest, tell their own stories in their own words, and provide a precious opportunity for human interaction. Consequently, oral history assists students in learning new historical content, acquiring research skills, developing excellent writing skills, teaching valuable critical thinking skills, creating a feeling of inclusion and personal connection to the past and the life of their community, and developing valuable interpersonal skills (Walbert, 2007).

Challenges in Oral History

There are numerous challenges students face when performing oral history research. In a study conducted by Çelik (2018), participating social studies teachers shared their insights and experiences on the challenges faced in the process of implementing oral histories in their research and for classroom projects. These challenges were enumerated as the following: identifying and conducting interviews with reliable and accredited sources, awareness of gender-related constraints, and understanding and responding to rejections on the part of sources to expose their stories to the researchers. The teachers also reported they encountered hardships in their roles as researchers, including problems in the process of recording, selecting topics, preparing questionnaires as guides in the interview, and keeping neutral emotions while the source was sharing emotional information (Celik, 2018).

According to the National Council for Social Studies (n.d.), there are five essential social studies skills: "Literacy Skills, Critical Thinking Skills, Research-Based Literacy Strategies for Teachers, Learning Strategies, and Personal Interaction and Civic Engagement Strategies" (p. 1). Oral history is a practical application of these skills due to the nature of the methodology.

The previous information shared revolves around the traditional approach of oral history involving an interview. However, there are other approaches and tools using this methodology beyond in-person or telephone interviews. One such approach is the use of primary sources, including archives in the library. Another variation used in the United States is the use of folk songs, which are narratives giving information from the past. Photographs are yet another example and can be used as a tool of oral history since they provide physical and historical evidence (Grogan, 2013).

Oral History in the Context of Arabian Academic Culture

Only a few Arab Nation references tackle oral history, which suggests oral history is not yet fully implemented and practiced in the Arabian academic culture. Despite oral history as the major form of preservation of history, unlike other countries in which formal written archives are the dominant source of information, people within Arabian Gulf have a traditional mindset, which still poses significant challenges in implementing oral history as a reliable academic research methodology. Numerous historians in Arab nations question the reliability of memory. Therefore, "to confront dominant evidence-based definitions of records is the goal of oral historians" (Ahmed, 2018, p. 1).

Due to the rapidly growing oil businesses of the Arab Nations, with Qatar having the biggest contribution in the oil industry, the obligation to document the traditional operations has become important. This makes the role of oral histories and oral historians in Qatar a necessity

and high demand. Alexander (2006) provided a clear justification for the use of oral histories with an abundance of material records as proof. Alexander explicitly argued that "oral history, especially when shaped by material evidence, is especially prone to filing in the vacant historical spaces that surrounded all of material history" (p. 11).

To further explain his point, Alexander (2006) claimed written documents do not utilize the information as the original context of history, but rather the in-depth interpretation of a historian is necessary to provide the conclusions and missing pieces for clarification. He called these missing pieces "historical silences" that can be filled by "oral reflection, especially when shaped by material evidences" (Alexander, 2006, p. 1).

Therefore, Alexander (2006) suggested coordinating oral history and material history to expand and further explain the cultural context of written records. His main proof of this idea is the utilization of documentation and records as an instrument. The process is similar to annotation, which involves the interviewer probing memories of the interviewee and then asking them for their thoughts about the materials.

Historical materials include objects that are used to build up narratives from the past, which are used to prove the validity of a historical event's existence. Examples of these include diaries, letters, and public documents, including census records and marriage certificates. These material records are often primary sources which can be collected from informants during an interview (Sasaki & Akita, 2010).

Unlike other countries, Kuwait and the entire Arab States have been negligent in the use of oral history as an academic source. However, a few years ago, historians increased awareness of oral histories and began targeting the documentation of stories of historical revolutions and socio-political transitions across the Arab Gulf. For example, in Afghanistan, they conducted

five interview-based projects "with people who have made significant contributions to the field of cultural heritage in Afghanistan" (Akbar & Meharry, 2011). In addition, universities in Turkey created an in-depth curriculum regarding oral history to be included in their programs, accommodating the growing number of students and faculty members interested in the study and exploring this method to analyze and document unrecorded memories from the past (Hollings Center, 2012).

Usage and Application of Oral History Approach

The oral history approach has many uses beyond the classroom. Some of those include: creating museum exhibitions, recording and interpreting historical events, representing historically underrepresented groups, preserving cultures including their languages, serving as a primary source, and studying unheard cultures (Middlesex County Office of Culture and Heritage, n.d).

One example of the use of oral history in representing underrepresented groups is its role in documenting, highlighting, and putting into the limelight women's history in the Arab Gulf Region. Reinharz (1992) stated that oral history had given previously unheard women's voices a chance to be heard. Oral history, in a way, creates new materials about women as well as validating women's experiences. It is also effective in recording women's struggles in Arab nations, which are oftentimes muffled because of the prevailing patriarchal society. Oral history provides an opportunity for representation of women, which has been mainly lacking in written documents.

Applying oral history is critical and it is important to use the proper steps when implementing this methodology. Due to the challenges confronting oral history, the interviewee's memory is the key element for success. The human mind's consciousness may

differ depending on the participant and their capacity to remember the event. This leads to the researchers' need to be a keen observant in dealing with the content's truthfulness, accuracy, and credibility. For this reason, identifying the participant's level of credibility is imperative when implementing oral history procedures. Researchers also need to be aware of the possible biases of their scope and limitations. Historians must examine the collected data thoroughly to avoid inconsistencies in their interpretations and discussions (Oelofse, 2011).

As with any methodology, there are problems in the application of oral history approach in the classroom. Fong and Khan (2018) found problems encountered by teachers include insufficient time to conduct oral history research, minimal help provided to students and lack of interest from students on the project's topic. With the information mentioned above, it can only be concluded that the oral history approach has a wide range of use and many applications that can be beneficial to students, teachers, and national growth in general.

Discussion & Impact

Kuwait Vision 2035 is an extremely ambitious plan. When executed properly, it can be concluded that this will become exceptionally beneficial in the Kuwaiti economic sector and, most importantly, in the educational sector.

Oral history has strong evidence in the literature to promote and strengthen national values and identity. After all, there is support from multiple pieces of literature that students who learn and acknowledge their ancestors' experiences and eventually emphasize those experiences can ultimately relate to them and therefore build their own sense of nationality, connect with their exclusive identity, and uphold aesthetic values in a national scale. However, there is a challenge for oral historians in Kuwait who are fighting for the legitimization of oral history research methodology. If ever the battle for oral history becomes successful, it is hoped to be

included as a credible type of historical teaching method in the social studies curriculum, specifically in the category of history.

Documenting varied and unique perspectives and experiences of people during historical periods and events using oral history can impact the understanding of history. As a result, this makes oral history a useful approach for the social studies curriculum. Consequently, when it is applied in the classroom, the instructor must convey and stress the oral history approach's proper steps. It is important to form intricate guidelines for students to follow. This step-by-step procedure allows the project to be successful. Both disadvantages and advantages should be discussed to avoid misinformation and misconduct of the research paper. Although there are many challenges in the planning process, it is worthy to note the previous literature suggests oral history should be appropriately considered as a viable learning method in the classroom due to the benefits of developing in-depth thinking and analytical skills of the students.

Chapter 2 provided a review of the literature related to oral history. To provide an overall understanding of oral history, this chapter described, in detail, the topics and previous studies that related to the purpose of the current study and its variables. In order, the chapter addressed Kuwait Vision 2035, Kuwait national identity and national values, education in Kuwait, history instructions in Kuwait, oral history, democratization of the study of history, oral history approach, oral history in the classroom, challenges of oral history, oral history in the context of Arabian academic culture, usage and application of oral history approach.

Chapter 3 - Methodology

Introduction

This chapter provides a comprehensive and clear explanation of the methods used in this qualitative study to answer the research questions. It also contains the research methodologies used in the dissertation, including how they were used, implemented, and utilized in the results section. In this part of the paper, I have outlined the methodology selected, explained the study participants, described the data collection, outlined the procedures followed, and included trustworthiness, ethical concerns, and data analysis.

This study aimed to explore and understand the perceptions of social studies teachers using an oral history approach as a method for teaching social studies and determined a correlation to improve Kuwaiti students' national values and identity. In the previous chapters, it was revealed that there were only a few references available on oral history topics and approaches in teaching social studies, which are yet to be developed and decided in Kuwait schools for private and public standards. Therefore, this research employed a qualitative case study design guided by the following research questions:

1. What are the perceptions of middle-school social studies teachers concerning the use of oral history as a teaching approach?

2. How familiar are social studies teachers with the oral history-based approach, and to what extent is it incorporated into their teaching?

3. How effective is using an oral history-based approach in social studies to improve Kuwaiti students' national values and identity?

Qualitative Design

This study is qualitative in nature and thus, a qualitative method was applied to satisfy the research objectives. This study sought to describe a specific phenomenon based on one's personal experiences. In this regard, qualitative research is primarily exploratory in nature and surrounded by the idea that "meaning is socially constructed by individuals in interaction with their world" (Merriam, 2002, p. 3). Additionally, qualitative research was at the heart of uncovering trends in thoughts and opinions and closely examined any given problems or issues. In terms of data collection, qualitative methods vary using unstructured or semi-structured techniques. Basically, some common data collection methods included, but were not limited to, case studies, focus groups, individual interviews, and observations. In terms of sample size, qualitative methods do not care much about large sample sizes since the goal is not generalizability (Maxwell, 2012).

Furthermore, qualitative research is characterized by five components: purpose, conceptual context, research questions, methods, and validity or truth value (Maxwell, 2012). Basically, any study conducted for a purpose and having a defined purpose to identify its value and worth. Maxwell (2012) elaborated on this by providing five general purposes of any given qualitative study:

1. Understand the meaning, for participants in the study, of events, situations, and actions they are involved with and the accounts they give of their lives and experiences.

2. Understand the particular context within which participants act and the influence that this context has on their actions

3. Identify unanticipated phenomena and influences and generalize new grounded theories about the latter.

4. Understand the process by which events and actions take place.

5. Develop causal explanations. (pp. 17-20)

The basic advantage of the qualitative study, which differentiates it from the quantitative study, is to provide a thorough explanation and analysis of a research subject without putting restrictions on the research range and the nature of the data gathered from the participant's responses. The qualitative study demonstrated a different approach from a quantitative study for scholarly inquiries. Although the processes are similar, according to the study of Creswell (2014), qualitative research mostly relies on non-numeric data, has unique procedures in data analysis, and can draw a more comprehensive and detailed explanation of a phenomenon.

Case Study

This qualitative study utilized a case study methodology in eliciting data. Case study research is frequently characterized as a versatile form of qualitative analysis most suitable for an intensive, comprehensive, and holistic scrutiny of a complex issue such as an event, situation, or phenomenon within a context, which may include ambiguity as well as many variables within the perimeter between the context and issue (Yin, 2014). Qualitative case study research can be utilized as a methodology to study a range of topics; however, one's motivation to clarify comprehension of a complex phenomenon is an essential condition to employ this approach. A qualitative case study is an approach to research that utilizes a variety of data sources to facilitate the exploration of a phenomenon within its framework. This approach ensures the phenomenon was viewed from multiple angles to encourage more relevant and accurate results. Qualitative

case study is a popular research method among researchers since it aims to analyze specific concerns and topics within the context of a specific environment and phenomenon.

Every research methodology has its own strengths and weaknesses, and they differ from one another. Qualitative case study has an advantage with its ability to capture the complexity of actual life situations, therefore, giving an immense level of depth to the study of a certain phenomenon, and its unique method of data collection and analysis to provide a deeper explanation of the nature of its topic (Zainal, 2007).

There are numerous definitions and descriptions presented by various authors to define a qualitative case study. One definition given by Yin (2014) focuses on the methodological processes and scope of the case study, providing emphasis on the empirical nature of the inquiry and the relevance of the framework of the case. Another definition is Stake's (1995) interpretation, which gives more focus on the content of the actual topic studied rather than how the topic is being studied. This entails explaining the methods being used. Another translation was stated by Merriam (2002) as an intensive description and analysis of a limited structure, which gives emphasis on the processes that are required within the framework. Stake (1995) and Merriam (2002) emphasize qualitative case study research by its defining feature, which is the subject of the study, focusing on a particular phenomenon, and the investigation's result should be illuminating and heuristic in nature.

These diverse definitions emerge from the researchers' different approaches to developing a case study as a methodology and consequently add to the result's essence. Among the different types of case studies, this study utilized a critical instance case study design in which I was interested in examining the data on-site for the purpose of exploring a unique situation without the intent of generalizing the design.

Context and Participants

The study sample was drawn from a population of students and teachers in the State of Kuwait. A purposeful sampling technique was utilized to obtain the participants in this study. Based on what Patton (1990) reported,

> The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. (p. 169)

Since one of the purposes of this study was to explore and understand social studies teachers' perceptions using oral history as a teaching approach, the participants were comprised of middle school social studies teachers in the State of Kuwait. In order to evaluate the effectiveness of teaching social studies with an oral history-based approach, the participation of eighth-grade students enrolled for the School Year 2020-2021 in an identified middle school in the State of Kuwait was also deemed important to include in this study. The selection criteria for eighth-grade students were based on the course description in social studies covering the textbook entitled *State of Kuwait and the Islamic World*.

A request was made to the Ministry of Education for assistance with the sample selection. After potential participants had been identified, I sent an email to the selected social studies teacher describing the project and including an Informed Consent Form (see Appendix P & Q). The email informed the potential participant of the researcher's identity and the purpose of the research and method (i.e., incorporation of oral history into the existing curriculum of social studies courses for eighth-grade). The eighth-grade students of the selected social studies teacher were involved in this study. In addition, a set of selected social studies teachers from different middle schools in the State of Kuwait were recruited to complete an online survey about their

perceptions using oral history as a teaching approach. Participants' recruitment was concluded when data saturation was reached, and new data no longer brought additional insights to the research questions (Mack et al., 2005), or when the new data tended to be redundant (Grady, 1998).

Study Procedures

Approval of the Institutional Review Board from Kansas State University was sought before I began conducting the research. When the approval was given, I sought the help of the Ministry of Education to determine the participants of this study. The study procedures consisted of multiple steps conducted separately. After that, I contacted and invited the social studies teacher selected to introduce and present oral history.

First and foremost, the set of middle school teachers that had been identified to participate in the study took the online survey sharing their perceptions on the use of the oral history approach as a potential teaching methodology in social studies. A link to an online questionnaire was sent to the social studies teachers. The survey consisted of open-ended questions in order to collect the maximum amount of information. These questions were designed to enlighten the researcher's understanding of the extent to which teachers were familiar with oral history as well as their perceptions of its role in teaching. Ideally, these would have been conducted as personal interviews, but due to the need to keep the status quo and social distancing, teachers were not available to meet in person. Therefore, an open-ended survey sent via email was determined to be the best format.

While the survey was online and actively receiving responses, I contacted the teacher of the identified classroom in which the oral history approach was implemented. I then trained the teacher online via Microsoft Teams on the use and implementation of the oral history approach

and how to incorporate this approach into their classroom. After the training, the social studies teacher incorporated an oral history approach in an online class session aligned with one of the eighth-grade social studies textbook topics. At the same time, I joined the virtual class as a silent guest to observe and take notes. The title of the chosen topic was 'The Impact of Islamic Civilization Characteristics on the State of Kuwait' (see Appendix O). After a series of discussions, the teacher encouraged the eighth-grade students to share their experiences and insights regarding the Government of Kuwait during the COVID-19 pandemic. Students were put in a breakout room and interviewed individually in order to provide an atmosphere to have a thorough conversation regarding the topic. Their responses were noted, collected, and analyzed.

Finally, the set of social studies teachers who took the online survey were invited for an online focus group discussion via Microsoft Teams. Focus groups discussion were considered collective group conversations. This stimulated participants' thinking and encouraged a free-flowing discussion among them; it also built upon and challenged their opinions about the topic at hand (Kamberelis & Dimitriadis, 2013). I presented and discussed the results of the eighth-grade students' interviews with the social studies teachers about how they felt the use of an oral history approach worked in the classroom. The social studies teachers were encouraged to express their insights, opinions, and ideas on the topic at hand. Notes were taken during the group discussion.

Data Collection

Sources of data came from the focus group discussion, student interviews, class observation notes, and social studies teacher's answers to the questionnaire. Triangulation through the different data collection methods ensured the trustworthiness of qualitative inquiries. Cohen et al. (2013) defined triangulation as "the use of two or more methods of data collection in

the study of some aspect of human behavior," and its "attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint" (p. 141). Also, Lincoln and Guba (1985) emphasized that "Triangulation of data is crucially important in naturalistic studies… No single item of information (unless coming from an elite and unimpeachable source) should ever be given serious consideration unless it can be triangulated" (p. 283).

A. Questionnaires

In this research, an open-ended survey instrument (see Appendix C & D), which was designed to obtain social studies teachers' demographic profiles and understand their perception of using oral history as a teaching approach, was administered through an online survey platform. The questionnaire was composed of 16 open-ended questions and provided to the assigned set of middle school social studies teachers in the State of Kuwait.

B. Interviews

The incorporation of an oral history approach in the classroom involved interviews with eighth-grade students (see Appendix A & B). Data was collected through semi-structured interviews using open-ended questions in order to obtain insights from students regarding the government's measures and programs during the COVID-19 pandemic. Open-ended questions were used throughout the interview to allow participants to discuss a topic in their own words (Guest et al., 2013). The student's answers were noted through their interviews.

C. Observations

Observation notes served as a supporting data source for this study (see Appendix G). These were taken during the observation of a virtual class while the teacher was using the oral

history approach. The notes provided a complete description of what the teacher did and said and also included observations of the students' behavior considered significant to the researcher.

D. Focus Group Discussion

A collective conversation among the social studies teachers was utilized in this study to collect data. Open-ended questions were used, and probing questions were applied, when necessary, to further confirm one's understanding and encourage participants to elaborate upon their answers and explain why or how (Mack et al., 2005). The designated note-taker and I took field notes during the focus group discussion was conducted online via Microsoft Teams (see Appendix N). The observation notes were carefully taken using a strict verbatim style conducted by a hired professional transcriptionist team. This data was analyzed alongside field notes composed by the note-taker as well as my own notes.

Trustworthiness

The trustworthiness of a study was a matter of persuasion where the researcher was viewed as having disclosed and made visible all methodology within the study. Gunawan (2015) stated that only the reader has an absolute decision of whether research is deemed trustworthy or not. Trustworthiness has been further divided into four (4) alternative parts in order to assess a research's credibility, dependability, transferability, and confirmability. Researchers must ensure they are able to identify and describe the participants of the study accurately in order to establish credibility, dependability (data's stability under different conditions over time), transferability (the ability of the findings to be generalized or transferred to other settings), and conformability (the potential coherence of the data's relevance and accuracy between two or more participants) (Lincoln & Guba, 1985).

To ensure trustworthiness, Gunawan (2015) perceived that a detailed methodological description was required in order to enable the readers' ability to determine the significance of data and the results emerging from that data as acceptable. Also, the utilization of a comprehensive schematic plan on data analysis may ensure rigor and trustworthiness of the study. Furthermore, Lincoln and Guba (1985) established one way to guarantee the transferability and credibility of the research was to ensure participants possess the experiences and knowledge to discuss the phenomenon or event that the researcher seeks to study.

I utilized thematic analysis in order to analyze the data and demonstrate the connections between data significance and resulting theories. This ensured credibility of the study. Thematic analysis, considered a foundation to inductive approach, was crucial in assuring the trustworthiness and integrity of the study. Themes were generated by examining transcripts to look for initial codes based on the framework of coding and data analyzed with the constructed theme taken into consideration (Williamson et al., 2018).

Ethical Concerns

Throughout the study, ethics was a priority to ensure trustworthiness, which follows the outlined method in this chapter. This research was performed involving human subjects; thus, it was the researcher's responsibility to address issues regarding informed consent. The informed consent form was shared via e-mail as well as presented and read to the participants prior to the focus group discussion. The language and terminology used in the consent form was written at a comprehension level for adults, so the participants could clearly understand the process involved and all issues pertaining to the study.

The informed consent form followed the Committee for Research Involving Human Subjects (IRB), as outlined by the U.S. Department of Health & Human Services (n.d.),

specifying informed consent processes should be an active exchange of information between the researcher and the participants. This occurred via different communication modes such as telephone, face-to-face contact, mail, video, fax, or email, providing the participant with ample opportunity to ask questions and seek clarification from the researcher. It is important to note all critical information about the study was disclosed. In addition, the informed consent form was intended to provide information for the participants' present and future reference and serve as a documented interaction between the participants and the researcher. However, a signed consent form alone does not suffice as the consent process since informed consent is a continuous process of exchanging information between the participants and the investigator.

Data Analysis

Thematic analysis method was used to analyze the data. It is considered a foundational inductive approach wherein the researcher looked for connections among data often collected in the field to identify thematic patterns (Williamson et al., 2018). For this case study, the transcripts, along with field notes, survey responses and Interviews, were examined. The researcher looked for initial codes and then explored themes generated based on the framework of coding. As suggested by Braun and Clarke (2006), a six-phase approach to thematic analysis was followed (Table 1).

Table 1. Phases of Thematic Analysis

Phases	Description of the process
Phase 1: Familiarizing yourself with your data	Transcribing data (if necessary), reading and rereading the data, noting down initial ideas.
Phase 2: Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
Phase 3: Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
Phase 4: Reviewing themes	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic "map" of the analysis.
Phase 5: Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
Phase 6: Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Adopted from (Braun & Clarke, 2006, p. 35)

The report provided fact-based information and a data-driven story based on the analysis.

Summary

This chapter aims to describe the research methodologies utilized to answer the research questions of this study. Previous sections of this chapter discussed methods used in this qualitative study, outlined the methodology selected, explained the study participants and data collection procedures, described procedures followed, and identified issues of trustworthiness, ethical concerns, and data analysis. Purposeful sampling was used in the selection of participants; focus group discussion, interviews, questionnaires, and class observation notes were applied for data collection. Thematic analysis was used to analyze the data gathered. Chapter 4 provides the necessary data, and the final study results are presented in Chapter 5.

Chapter 4 - Findings

Introduction

This chapter contains the findings of the data collected that sought to answer the research questions, which identified the perceptions of middle-school social studies teachers concerning the use of oral history as a teaching approach, the level of understanding and familiarity of social studies teachers with the oral history approach, the extent oral history is incorporated into their classroom instruction, and the effectiveness of teaching social studies with an oral history-based approach aligned to the goal of improving Kuwaiti students' national values and identity.

This study aimed to explore and understand the use of oral history as a teaching approach for the improvement of Kuwaiti students' national values and identity since social studies plays a vital role in instilling a heightened understanding of values, customs, and traditions that define a society as well as demonstrate understanding among relationships with others, and nurture enthusiasm to demonstrate concern for world citizens. The first three chapters of this dissertation offered an introduction to the problem surrounding Kuwait's current status on social studies curriculum, a review of the literature surrounding oral history's application as a teaching method, and described the methodological design utilized for this study. This chapter presents the findings that emerged from the collected data and analysis of the data using the theoretical framework constructed for the purpose of this study.

A qualitative study employing a case study methodology was conducted with data collected from questionnaires, interviews, observations, and focus group discussion. Approval of the Institutional Review Board from Kansas State University was sought before the research was conducted (see Appendix I). The participants' names were not disclosed in any part of the study to ensure all participants' privacy. The findings for each method were presented separately from

one another within this chapter. The introduction was followed by the sample; then, the data was presented in relation to the research question. Finally, a triangulation among the different data collection methods was presented following the presentation of each method's findings. All findings presented served to answer the research questions.

Sample

This study's results were based on the online questionnaire and focus group discussion among Kuwaiti social studies teachers, as well as online interviews of Kuwaiti eighth-grade students. Fourteen social studies teachers and twenty students participated in this study. The questionnaire was conducted through an online survey to identify social studies teachers' perceptions of oral history as a teaching approach. Appendices J-M indicate the demographic profile of the social studies teachers.

The participants included nine males (64.29%) and five females 35.71% (see Appendix J). The length of time teaching social studies varied among the 14 participants. The majority of the participants had 12 or more years of teaching experience in social studies (42.86%), followed by six to nine years of teaching experience (28.57%) (see Appendix K). Ten participants held bachelor's degrees, three held master's degrees, and one held a doctoral degree as their highest level of education (see Appendix L). Predominantly, the participants had different levels of knowledge in using oral history as a teaching method in the classroom; four teachers were slightly versed (28.57%) while four were very versed (28.57%), two were not versed (14.29%), three were moderately versed (21.43%), and one was extremely versed (7.14%) (see Appendix M).

The participation of eighth-grade students was completely voluntary. Twenty male students were enrolled during the 2020-2021 academic year attending the online class. These

students were interviewed regarding their experiences during the COVID-19 pandemic; their insights regarding the Kuwaiti Government's measures and programs were recorded.

Data Collection

Each participant was given a link to an online questionnaire. The use of an online survey was convenient at the time and required due to COVID-19 restrictions enforced by the Kuwaiti government to ensure no physical contact occurred and social distancing was observed. While the online survey was conducted, I contacted the social studies teacher selected and trained him on implementing the oral history approach in the classroom via Microsoft Teams. Following the training, the selected social studies teacher conducted his virtual class and incorporated an oral history approach (see Appendix E & F). I joined the virtual class as a silent guest to observe and take notes. After the virtual session, I was moved into a breakout room to interview students individually. Recording of the virtual class and one-on-one interviews of the students was strictly prohibited.

Lastly, the social studies teachers who initially filled out the online questionnaire participated in a focus group discussion via Microsoft Teams and I joined them. The social studies teachers were debriefed and given the results of their responses to the questionnaire. Participants were also given the results and responses, confidentially, of the teachers' questionnaire. Teachers were encouraged to express their insights or opinions regarding the students' responses to the interview. The professional transcriptionist team and I inscribed observation notes of the discussion.

Data Analysis and Results

The findings and analysis of the data gathered from the four data sources conducted for this research study included: the survey with the teachers, interviews with the students, a focus

group discussion with the teachers, and observation notes from the implementation of oral history approach in social studies classroom. These findings and analysis were used to consolidate the data from the four data sources and write a triangulated analysis aiming to answer the research questions.

For the first research question, I used the data from the teachers' questionnaire and focus group discussion (FGD) to identify the perceptions of middle-school social studies teachers on the use of oral history as a teaching approach. For the second research question, I utilized the data from the observation notes as well as the teachers' questionnaire to answer how familiar the social studies teachers are using the oral history approach and the extent they were able to integrate this approach into their teaching. Lastly, the data from student interviews and online classroom observation notes were used to answer the third research question about the effectiveness of teaching social studies using the oral history approach in improving students' national values and identity.

Perceptions of Middle-School Social Studies Teachers Concerning the Use of Oral History as a Teaching Approach

Data elicited from Q5 of the teachers' questionnaire revealed nine out of the 14 interviewed teachers stated oral history was a teaching method they identified as "effective." Its effectiveness, as stated in the answers of the social studies teachers in their questionnaire and focus group discussion, was manifested in several factors: student engagement and creativity, personal and intellectual development of students, providing supplementary learning materials and research tools for students, providing verified and inclusive history, human-error and dependence and lacking support from educational institutions and the state.

A. **Engagement and Creativity**

Social studies teachers stated the oral history approach is "engaging and easy to remember." This is based on the answers to Teachers' Questionnaire Q7, wherein teachers commented the "engagement of student is high due to interest." Therefore, the method is "good with big groups of students."

In addition, in Teachers' Questionnaire Q6, the respondents were asked the level of participation from students when using oral history to teach social studies, and 10 of the teachers stated that their students were "participative."

The teachers described the approach as "easy and flexible" (Teachers' Questionnaire Q9), and students were more "participative" (Teachers' Questionnaire Q6) and "interactive" (FGD Q3) because of oral history's "realistic" approach (Teachers' Questionnaire Q7).

According to the teachers' answers in the FGD Q3, asking how teachers are trained to use the oral history approach in the classroom, "creativity among teachers" is needed to formulate and initiate activities to encourage further participation.

There were a few methods identified by the teachers that make the oral history approach an interesting technique. These methods included a re-enactment of scenes (Teachers' Questionnaire Q2), role-playing (Teachers' Questionnaire Q4), videos (Teachers' Questionnaire Q11), and field visits (FGD Q2). It was expressed by the teachers that these enhanced the imagination of students and enriched their backgrounds.

However, two teachers stated that one of the disadvantages of the oral history approach is due to the fact that some students have "difficulty in focusing." In fact, data from Teachers Questionnaire Q3 on students' feedback revealed that three teachers expressed having received "doubtful" feedback from students and one indicated "confused" feedback from students.

B. Method for Personal and Intellectual Development for Students

When asked how valuable the oral history approach is in teaching social studies to a middle school classroom (Teachers' Questionnaire Q1), six out of 14 respondents stated it is "important" and "helpful." The oral history approach helped students "acquire or develop new skills," encouraged "independence among students" in terms of pursuing further research on topics, and assisted with "developing empathy" and understanding "through the experiences of people" (FGD Q3).

However, there were concerns about the use of the oral history approach in terms of the personal and intellectual development of students. In the Teachers' Questionnaire Q9, one teacher stated there might be some "contradiction" among some students' beliefs. Furthermore, the student's age must also be considered in carefully planning the lessons in order for them to be suitable and relevant to students (FGD Q1). Younger students needed more support with interviews using the oral teaching approach than older students due to their personal knowledge and background information.

C. Supplementary Learning Material and Research Tool

The social studies teachers also saw the oral history approach as a supplementary learning material and research tool. It served as an additional source of information and encouraged students to develop "valuable perspectives that are often concealed in traditional curricula or through textbooks" (FGD Q3).

In Teachers' Questionnaire Q2, the respondents were asked to share common feedback and general responses they had received from students while using the oral history approach. Six teachers stated that their students said to have "additional knowledge" with the oral history approach.

Oral history approach was perceived as an additional and helpful research tool for students as it utilized discussions and interviews (Teachers' Questionnaire Q2 & Q4). It also enhanced students' critical thinking and planning skills as they planned for possible interviews with resource persons and formulated questions for the interview. This pushed students to develop organizational and critical thinking skills as they planned for their research, as well as developed skills of independence and provided the experience of conducting an interview.

D. Verified and Inclusive History

Social studies teachers also saw the significance of the oral history approach as a method to "expand understanding of the students" (Teachers' Questionnaire Q8) by "identifying and verifying facts" (Teachers' Questionnaire Q1). This confirmed pre-conceived notions of authenticity, added historical accounts to include details and important people previously left out, and possibly challenged and initiated a discussion on claims for "accuracy and credibility" (Teachers' Questionnaire Q9 and FGD Q1).

In Teachers' Questionnaire Q1, when asked if how valuable they feel using oral history to teach social studies to a middle school classroom, seven out of the 14 of the respondents stated the value is found in "identifying and verifying facts."

Inclusivity in history can be achieved through oral history approach as it invited other perspectives to discuss historical accounts and document all possible perspectives present in such accounts in order to create well-rounded documentations. In addition, the teachers also noted this would lead the way to "documenting unreported events" (Teachers' Questionnaire Q9) as these have the possibility of being forgotten when left undocumented (FGD Q4).

E. Human-Error and Dependence

Some concerns were raised by the social studies teachers on the oral history approach, particularly on its human-error and dependence aspect. Due to the fact that the oral history approach deals with oral accounts from resource people who can possibly offer valuable information on historical accounts, the social studies teachers noted there could be some "credibility or recollection problems" (Teachers' Questionnaire Q9 & Q10) in some cases. This happened if the resource persons were older or their recollections were not as sharp as needed; therefore, it would be a concern of credibility. In addition, the oral history approach dealt with inviting resource people to talk about their past and lived experiences, which may have been misremembered or forgotten over the years.

When asked about the obstacles or challenges experienced using oral history to teach social studies, five teachers stated that "dependence on interviewee" was a challenge. For the social studies teachers posed concerns on the "limitation" (Teachers' Questionnaire Q9 & Q10) of the resource person, pertaining to their availability, physical conditions, etc.

F. Lacking Support from Educational Institutions and the State

Despite its apparent effectiveness as a teaching approach, social studies teachers lacked resources and support from their educational institutions to implement the oral history approach. Teachers stated in Teacher's Questionnaire Q10 two of the obstacles experienced using the oral history approach included: the lack of resources, stated by three out of 14 respondents, and the need for state support, stated by three of the 14 respondents as well. Data from Teachers' Questionnaire Q12 also revealed that four of the respondents suggested more support from authorities was needed when asked for suggestion/s that would enhance the use of oral history to teach social studies in the state of Kuwait. Therefore, in order to effectively and continuously use

the oral history approach, the following needs have been identified: the production of more resources, access to the resources, training for teachers, better facilities and equipment, personal commitment from teachers, and the school's total adaptation of the oral history approach.

Therefore, in order to effectively and continuously use the oral history approach, the following needs have been identified: the production of more resources, access to the resources, training for teachers, better facilities and equipment, personal commitment from teachers, and the school's total adaptation of the oral history approach.

Production and Access to More Resources

Six out of the 14 respondents stated they had no resources available when asked how sufficient the teaching resources are for oral history in their school (Teachers' Questionnaire Q5). Answers from the Teachers' Questionnaire Q12 also stated teachers perceived the need for more sources of information in order to do extensive research on topics for their classes. They stated resources essential to supplement the oral history approach include documentaries (Teachers' Questionnaire Q2 & Q4), audio recordings (Teachers' Questionnaire Q2 & Q4), research papers and documentations (Teachers' Questionnaire Q2 & FGD Q1), and videos (Teachers' Questionnaire Q4). These materials are needed in order to supplement the classroom discussion as well as encourage participation among students. The use of different mediums increases the effectiveness of the process.

One teacher suggested the Ministry of Education initiate "making books for them or interviews or documentaries in which they mention what happened and then those can be used to show students in schools" (Teachers' Questionnaire Q12). Another teacher stated they should provide "sources to deal seriously with students' research and a list information smoothly and positively" (Teachers' Questionnaire Q12).

Not only are tools lacking, but the teachers also noted they "lack access" to the available resources (Teachers' Questionnaire Q12). The teachers suggested the use of oral history in order to "mainstream oral history" (Teachers' Questionnaire Q12) through "mass media" (FGD Q1) and therefore "promote history" (Teachers' Questionnaire Q12).

Evidence of this was supported in the data from Students' Interview Q1, on how the Kuwaiti government communicated information regarding the novel COVID-19 to students, as well as from Students' Interview Q2 on the programs or assistance received from the head of state/government of Kuwait during the pandemic. Results show that all 20 respondents answered: "mass media," and 16 out of 20 answered "information," respectively. It was apparent the use of mass media for communication was effective. The majority of the students (16 out of 20) reported they were personally contributing to help fight the COVID-19 by following the rules relayed to them (Students' Interview Q6). This not only demonstrated the power of mass media to communicate but also its use as a reliable source of information.

In addition, one teacher stated, "The adoption of oral history as a source of history, especially with a large number of visual and audio recordings of many people who documented many events in the history of the State of Kuwait and were hosted on state television to document these events" (Teachers' Questionnaire Q12). Therefore, school administrations and the State can finance these productions in order to create wider databases of information for teachers and students.

School Adaptation

The social studies teachers stated one of the major factors of a successful implementation of the oral history approach was for schools to adopt the idea. In the FGD Q2, one teacher shared that "the basics should start from school and its educational climate." In order to fully launch the

approach, the school must be able to prepare and show its support, from training the teachers to providing facilities. The teachers also noted they needed a "modified" (Teachers' Questionnaire Q12) and "longer curriculum" (Teachers' Questionnaire Q9), particularly to "provide enough time for the curriculum" in order to efficiently integrate the oral history approach in the classes.

One teacher proposed they "modify the college of Education teachers programs at Kuwait University and The Public Authority for Applied Education and Training" (Teachers' Questionnaire Q12). Another teacher proposed there be an "interest of the state or educational authorities and their support for the success of this curriculum, especially after its use, adoption, and success as already seen in countries such as Britain and America" (Teachers' Questionnaire Q12).

Training Teachers

In the FGD Q3, one teacher stated, "A knowledgeable, well-trained, and resourceful teacher will make it easy to transfer his/her experience to all classes no matter what age group." They also stated teachers must have "good knowledge of analyzing data and categorizing findings that will help raise the students' level of success" (FGD Q3) and must be capable of "designing training courses to achieve the lesson objectives" (FGD Q4).

However, they recognized the fact that there are "teachers who don't know how to make good use of facilities" (FGD Q1) and are "unable to apply this approach" (FGD Q1) due to "insufficient knowledge" (Teachers' Questionnaire Q10). Therefore, the social studies teachers saw it necessary to provide teachers training, which they stated in their interviews (Teachers' Questionnaire Q7, Q9 & Q12).

One teacher said, "The application of oral history is effective, but we need full knowledge and ongoing training" (Teachers' Questionnaire Q7), while another stated, "The

Ministry of Education should cooperate with specialists to train teachers" (Teachers' Questionnaire Q12) and "continuous training is needed to allow the student to learn the necessary skills for the right application" (Teachers' Questionnaire Q9).

Facilities and Equipment

In the FGD Q2, a teacher stated, "A well-equipped school provides the students with applicable resources that put them on the right track." They noted a need for the Ministry of Education and individual educational institutions to adopt the oral history approach and provide facilities and equipment, including physical structures (Teachers' Questionnaire Q12), equipment for video recording for future reference (FGD Q2), and the ability to have spaces for school clubs (Teachers' Questionnaire Q12) which would further encourage interest in oral history documentation. In addition, these spaces would also cater to the concern raised by one of the teachers in which "loud noises" (Teachers' Questionnaire Q10) could be a concern in classes, either during the oral history approach when interviewing someone or during class discussions in general. Another teacher stated his desire for "a dedicated place in the school building, which should be provided for use by every teacher who wants to use this method with students" (Teachers' Questionnaire Q12).

Personal Initiative/Commitment from Teachers

In the FGD Q4, it was stated teachers must also "have the desire to do their job" in order to have an effective delivery of lessons using the oral history approach. The FGD Q3 showed that being "resourceful" was mentioned as a trait a teacher must possess in delivering lessons using the oral history approach, and he/ she must have "the ability to organize work and follow the steps of an oral history approach which will be beneficial and time-saving for the educational process" (FGD Q3).

In some cases, the interviews revealed teachers thought it necessary to "persuade the authorities" for support and some stated they had to deal with obstacles and struggles themselves (Teachers' Questionnaire Q11); as one teacher said, "Sometimes I resort to taking an extra share, and I take responsibility for overcoming some of the procedures that take a long time to get approval" (Teachers' Questionnaire Q11). One teacher also mentioned they initiated "an appeal to some direct officials to take care and increase interest in oral history as an entry point for the teaching of social studies" (Teachers' Questionnaire Q11).

Therefore, the social studies teachers perceived the oral history approach as an effective method in teaching because it encouraged engagement among students, stimulated their creativity, helped develop students' personal and intellectual development, and provided effective additional learning materials and research tools for students to be more academically independent in pursuing research studies. It was also used to verify pre-conceived notions and documented accounts and record undocumented perspectives on historical accounts.

However, the social studies teachers also recognized the potential concerns on credibility and accuracy with the approach given its human-error factor, as well as the concern of dependency on the resource persons' availability and logistics. They saw the huge need for teachers' training on the proper and effective oral history approach implementation. Also, the teachers stated there existed a lack of resources in the field and therefore, there was a need for support from the State and the educational institutions in order to effectively implement and use the oral history approach in classrooms. In addition, there were concerns on appropriating topics appropriate to the student's age as well as being aware of possible doubt, contradiction, or confusion from some students on the new approach.

Familiarity of Social Studies Teachers with the Oral History Approach and the Extent of

Its Integration into Their Teaching

The findings and analysis of this topic were based on my observation notes conducted in one of the social studies classes using the oral history approach and the data from the teachers' questionnaire

A. Lesson-planning

As noted, the planning aspect of the teacher observed was efficient. The teacher was able to plan the lesson with supplementary materials based on the oral history approach. The teacher was able to formulate overall objectives and learning objectives that enabled different types of learning as well as affective objectives and psychomotor objectives.

B. Implementation and Discussion

The teacher linked the theoretical approach to its application as well as gave examples to students. The teacher tackled the behavioral objective by delving into the oral history approach using lived and real experiences to discuss the topic. The discussion involved the coronavirus situation in Kuwait and how the State was managing the entire pandemic. The teacher stated his personal opinion on matters, including the good deeds and the State's initiatives and the national values promoted or manifested by the government and the officials during the time of the coronavirus pandemic. I noted the teacher was able to apply the appropriate teaching method. This was a concern of some teachers pertaining to the oral history approach and the topic's suitability to the students' age.

The teacher was also able to initiate engagement and discussion among students through groupings, questioning techniques, posing problems, and requiring each group to discuss their own ideas with the class. During these activities, I noted the teacher was able to incorporate

different learning methods, including problem-solving, critical thinking, dialogue, discussion, and group work. The teacher also encouraged students to write oral history.

However, the class ended with a few notes that indicated the teacher had failed in some of his prepared tasks. These included failure in achieving the overall objectives, covering learning objectives, doing some explanations, and the teacher's inability to give more examples on the charity work. These examples showed that despite careful planning and efficient formulation of objectives, the teacher failed to implement and discuss some aspects of the oral history approach.

C. Materials

The observation noted the teacher used several teaching materials in order to relay the lessons effectively. These teaching materials included general teaching aids, education websites, and supplementary materials, such as toys, photos, videos, and short stories. This affirmed that the oral history approach is effective when teachers utilized several mediums of learning materials (including visual, audio, and interactive), which appealed to the students' senses and imagination and encouraged participation and engagement.

D. Evaluation of Students

In the last part of the lesson, when the teacher was expected to evaluate the students' performance. There was a lack on his part due to the fact that he didn't evaluate the students' performance.

E. Teaching Methods

In general, I noted the teacher taught in an organized and systematic way. However, there were some failures in his implementation and evaluation. He was observed to be tolerant to passive students and mostly engaged with active students. On my Classroom Observation Notes,

I noted the teacher gave less attention to passive students since their participation had little impact. He relied on the engaged students to address the answers.

This can imply that the teacher has minimal interest in developing and nurturing passive students' knowledge on the topic; instead, the teacher may only want to deal with students who are already knowledgeable on the topic. On the other hand, he made the topic easier to understand, taught it in a fun and interesting way and effectively used the textbook, voice, and the academic Arabic language to convey the lessons. In terms of familiarity, the teacher was quite knowledgeable on the overall procedure, as manifested in the efficient lesson plan the teacher crafted.

Due to the fact that not all aspects were completed, there were some concerns with the implementation of the plan. Students' evaluation was a significant part of understanding how much progress was made in a lesson, yet the teacher was unable to implement this piece. This indicated a need for more knowledge and training for pre-service and service teachers in order to implement the full lesson. There were also parts of the discussion that the teacher was not able to include, which implied a need for further preparation on the discussion aspect of the oral history approach in order to include the full details required.

On the other hand, it is worth noting that six out of the 14 teacher respondents in the Teachers' Questionnaire stated they do not give any projects to their students. Also, when asked on the most prominent means and tools of the oral history approach used to teach social studies, four out of 14 said "none." Although not specified, this could be attributed to the lack of resources available for usage. As the teachers mentioned, this was a struggle; it could also be due to the teachers' lack of knowledge.

In general, teachers were familiar with the planning procedure, particularly what must be included and what must be taught. They were also familiar with the available materials that could be utilized and how they could manage to initiate discussion effectively. Still, there was a continued need to appeal for more resources and encourage them to maximize student's participation in class. However, there were lapses on the actual implementation of the plan, especially meeting objectives, as well as the significant aspect of evaluating the students' performance to see whether they had progressed with the lesson; thus, this area could be a potential focus for improvement. This also showed that despite the rigorous planning and preparation, it all comes down to how the teacher teaches or performs in the class. It is a possibility that more experience would allow teachers to master the oral history approach.

Effectiveness of Teaching of Social Studies with an Oral History-Based Approach to Improving Kuwaiti Students' National Values and Identity

This analysis was based on notes taken during my observation in a class that utilized the oral history approach as well as the data gathered from the students' interviews to formulate the effectiveness of teaching social studies using oral history in improving the national values and identity of Kuwaiti students.

From the observation notes, I noted students "expressed a desire to adhere to Islamic values and contribute to charitable work" and "undertook inspiration to follow the example of the Emir of Kuwait and the Kuwaiti philanthropists and humanitarians in order to continue what they started." This, in itself, was a huge statement on the effectiveness of the oral history approach, encouraging or improving the national values and identity among Kuwaiti students.

This desire for adherence to national values resulted from a class who had utilized oral history. To augment this, I also interviewed the students based on their perception of their

national situation beyond the classroom. Based on the students' interviews, students have identified characteristics and values including "volunteerism" (Students' Interview Q8), "equity" (Students' Interview Q15), "generosity" (Students' Interview Q14), "protection" (Students' Interview Q3), "pride" (Students' Interview Q9), "unity" (Students' Interview Q10), "dignity" (Students' Interview Q13), and "support for each other" (Students' Interview Q15) on the government's initiatives during the Covid-19 pandemic both for the people of their country and for the international community.

Sixteen out of 20 students considered medical and financial assistance as the most crucial contribution of the Kuwaiti Government to the world during the time of pandemic (Students' Interview Q10). Moreover, data from Students' Interview Q8 on what they knew about the Kuwaiti Government's humanitarian acts to non-citizens during this pandemic revealed 10 out of the 20 respondents knew of medical, financial, and food assistance provided by their government to non-citizens. At the same time, four said they knew of "organized charities" supported by the government.

Another student respondent stated that he "much appreciate medical professions that helped during the pandemic" (Students' Interview Q15). In contrast, another student stated they were given "valuable medical and protective information" (Students' Interview Q3). This refers to the government's immediate response to the pandemic, as stated by the students. Eighteen out of the 20 students agreed that the government was "fast" in dealing with the situation.

Another student stated, "The efforts have helped many people, both citizens, and residents" (Students' Interview Q9). This referred to the medical, financial, and food assistance were given to residents to help cope during the coronavirus situation. Assistance was given to

both Kuwaiti residents and other countries; as one student stated, "Kuwait has dedicated 60 million USD to support WHO efforts to contain COVID-19" (Students' Interview Q10).

The students were proud of the Kuwaiti government's initiatives in working to produce a vaccine for the virus. One student said, "We feel pride of great efforts, but we were very disappointed to see some people who do not appreciate the governmental actions" (Students' Interview Q13). This implied the students were aware of their government's efforts as well as how citizens responded to these efforts.

When the students were asked which values the Kuwaiti government urged citizens and residents to implement during the COVID-19 outbreak, they mostly responded, "being supportive of each other." At the same time, seven said, "cooperation" (Students' Interview Q15). Two students also mentioned "equity" as the value they identified from the initiatives of the government concerning the repatriation program that the Kuwaiti government implemented, supported by the statement one student, "illegal residents were sent to their home countries" (Students' Interview Q8).

In addition, another student said, "home country loyalty" was a trait he observed from the government's handling of the situation. In contrast, another student mentioned "love for countrymen," which implies that the government's handling of the COVID-19 situation was driven by patriotism and love for countrymen (Students' Interview Q14).

When asked their thoughts regarding the emergency programs implemented by the Kuwaiti Government during the pandemic for its citizens and residents (Students' Interview Q12), eight out of the 20 student respondents stated it was "protective," four stated it was "beneficial," and three said it was "necessary." These observations supported positivity for their country.

Another large contribution to the development of national values among students with the use of oral history upon discussing the COVID-19 situation was the image portrayed by their government officials and leaders. Fourteen out of the 20 student respondents described their leader as "humanitarian," while three described their leader as "generous" (Students' Interview Q14). One stated the leader was seen as "courageous" and "rational" (Students' Interview Q14), saying, "I observed courage and rationality in our leader taking good public measures" (Students' Interview Q14).

This demonstrates that students were very much aware of their country's current events despite being restricted in their homes. This could be attributed to their access to the internet, given that "mass media" was how updates and information from the government (Students' Interview Q1) were provided to citizens (Students' Interview Q2).

This further strengthened the idea that mass media should be used for augmenting oral history. This also implied that middle-school students have their own thoughts and opinions on their surroundings, which oral history aims to document, especially in an important global phenomenon, namely the coronavirus pandemic.

Therefore, the oral history approach was seen as effective in improving Kuwaiti students' national values and identity. Students were given the power and the theoretical means to examine their situation. They were given guided liberty to formulate their own ideas and opinions. They are also given an appropriate platform to openly discuss their ideas and opinions in class, thus encouraging critical thinking of their own environment. Furthermore, their opinions and ideas in the present became a huge contribution in documenting the accounts of the COVID-19 pandemic as it unfolds as a historical phenomenon.

Conclusion

In conclusion, the oral history approach is seen as an effective academic and social tool. Social studies teachers view it as efficient and successful due to its high engagement response from students, and efficient as a way for personal and intellectual development among students as well as a supplementary learning material and research tool for class. In addition, it is an effective social tool for students in improving their national values and identity by bringing awareness of their environment through critical thinking skills. There are some aspects that need improvement. First and foremost, teachers need the support of the educational institutions and the State to produce more resources and provide access for everyone. Teacher training is also needed in the oral history approach; many teachers are already familiar with the approach. However, there is still a need to master the method for efficient implementation.

Chapter 5 - Discussion

Introduction

The study was designed to determine the effectiveness of using oral history as a teaching approach in social studies in order to strengthen the national values and identity among Kuwaiti youth envisioned by the Kuwaiti government. It was established that by the year 2035, this would be achieved through the curriculum of social studies designed by the country's Ministry of Education (MOE). However, I only emphasized and highlighted two goals of the entire vision in this dissertation. The first goal is the Trade Policy Review, as reported by the State of Kuwait, this was 'to support human and social development through the promotion of education, training, and research, and the second goal is 'to consolidate the Islamic and Arab identity' through the preservation of Islamic and Arab identity that is lawful and in line with Kuwait's underlying constitution. (World Trade Organization & Government of Kuwait, 2012).

This study was established taking into account that even though Arab countries have a long and rich history, but still only a few references in the entire Arab States nation tackled oral history, which included the documentation of sociopolitical transitions and stories about historical revolutions across the Arab Gulf, suggesting limited attention was given to the preservation of the Arab countries recordings of history, culture, and tradition. In addition, this placed Kuwait in a predicament of having limited references regarding their own history. The use of oral history in teaching social studies proved beneficial and favorable to both students and teachers since it provided motivation for students to undertake research, exposed students to various perspectives, increased inter-generational dialogue, endeared history to students, and expanded historical knowledge (Celik, 2018). Furthermore, with the use of oral history, a country's history, tradition, and culture are preserved, and furthermore, forgotten national events

can be revived by utilizing oral history methods in the teaching curriculum. One of the main purposes of oral history is to gather information relative to the many dying cultures and languages globally, especially in remote areas. In one recorded example, an experienced teacher at the secondary level revived national anniversary events using oral history as a strategy in research with her eleventh-grade students during the 2011 to 2012 school year. The National Organization of Cypriot Fighters was a freedom struggle and had only been celebrated for five years between 1955 and 1959. Through the use of oral history, the students and teachers upheld the national anniversary (Christoloudou, 2016).

The State of Kuwait still lacks the usage of oral history in classrooms as an approach for teaching social studies, even with the proof of the oral history approach being effective. Various theories and positive remarks regarding the use of oral history as a teaching approach have thrived since its re-emergence. The use of oral history as an approach has been acknowledged and applied in many research pieces as a methodology across the globe, both inside and outside of classrooms, and treated as a valid technique. The number of historians who have considered this type of research a viable option in history recording keeps increasing. Despite it being the traditional way of recording history, social studies teachers have not implemented oral history in the classroom. With the government's Kuwait Vision 2035, this study reveals that the oral history approach can be an effective method to help in attaining the said goal.

This study sought to identify issues in relation to the statement of the problem and research questions. First, many of the instructors in Kuwait were either not well versed in the use of oral history approach for teaching social studies or had minimum exposure to the idea of using oral history as a teaching approach, thus leading to oral history not being incorporated in the curriculum of social studies in schools in Kuwait. Lastly, students needed to build and strengthen

their sense of national values and identity. This will increase the Arab identity and Islamic values focusing on the State of Kuwait. Current theories existing on oral history as a peace pedagogy and reconciliatory measure, cultivating cultural diversity, preserving history, and identifying the self and the future self are also assumed to be true.

Middle school students and social studies teachers in the State of Kuwait were referred to in this study. However, only eighth-grade students were observed. Thus, findings reflect the eighth-graders; they are not representative of generations through the middle school level, including grades sixth through ninth.

This qualitative case study sought to explore and understand social studies teachers' perceptions using an oral history approach as a classroom teaching method. It also explored the use of such a method for improvement of Kuwaiti students' national values and identity as social studies seeks to instill a heightened understanding of values, customs, and traditions that define the society, nurture enthusiasm to show concern for the world citizens live in and demonstrate understanding in their relationships with others. Approaches in teaching social studies have yet to be developed and decided in Kuwait schools for private and public standards. It is necessary to determine social studies teachers' levels of expertise using oral history in class, their perceptions of social studies in the use of oral history approach as a teaching method, and the effectiveness of using an oral history-based approach in teaching social studies. This study aimed to answer the research questions using multiple data collection techniques.

In order to demonstrate the connection between the significance of data and resulting theories, I utilized thematic analysis to analyze the data collected from interviews, observations, questionnaires, and focus group discussion. This ensured credibility of the study. Thematic analysis was considered a foundation to the inductive approach, which was also crucial in

assuring the study's trustworthiness and validity. This final chapter will bring together the comprehensive insights learned as a result of this study and recommendations for further research.

Interpretation of Findings

The data was collected by utilizing several data-collecting tools: Focus Group Discussion (FGD), interviews, observation, and questionnaires. The data collected from the methodology used resulted in having three themes that best aligned with the research questions and related literature. The three themes that were formulated are Perceptions of middle-school social studies teachers concerning the use of oral history as a teaching approach, Familiarity of social studies teachers with the oral history approach and the extent of its integration into their teaching, and Effectiveness of teaching of social studies with an oral history-based approach to improving Kuwaiti students' national values and identity. These themes had a dynamic dimension to them; each theme will be described in detail in the following sections.

Perceptions of Middle-School Social Studies Teachers Concerning the Use of Oral History as a Teaching Approach

This study concluded that oral history is an effective approach in teaching social studies, which agrees with the related history of Ardemendo et al. (2014), stating there are multiple benefits to practicing oral history methodology, which include strengthening communication skills, increasing critical thinking skills, developing organizational skills, as well as helping students achieve state and national standards that can become a significant part of elementary classroom learning. Several aspects were expressed by teachers to determine the effectiveness of oral history in the classroom. Application of oral history in teaching resulted in students being more engaged in class as well as being more interactive due to the realistic approach of oral

history. The teachers also expressed positive responses to the use of oral history due to its flexibility and ease of implementation.

In implementing oral history approach, creativity among teachers was proven to be helpful in order to formulate and initiate activities that encouraged further participation of students during class. Oral history also developed students' self-esteem, empathy, and focus in a class by engaging them in activities that would require personal interactions. Through this engagement in oral history activities, students acquired and developed a new set of skills and improved their independence.

The social studies teachers also saw the oral history approach as a supplementary learning approach and research tool. This was in agreement in the article by Alexander (2006), "Seeking Information from the Lips of the People," stating the use of oral histories with an abundance of material records as proof "especially prone to filing in the vacant historical spaces that surrounded all of material history" (p. 11). Furthermore, Alexander (2006) also suggested the coordination between oral history and material history, which expands and further explains the cultural context of written records. His main proof of this idea is the utilization of material records as the basis for and evidence of what transpired in the past.

The teachers also perceived oral history approach as an additional and helpful research tool for students as it utilizes discussion and interviews. This approach enhanced the students' critical thinking and planning skills as they planned for possible interviews with resource persons and formulated their questions for the interview. This was supported by Walbert and Shawver (2007), they stated that topical interviews are a great way of enabling elementary students to broaden their intellectual horizons by performing a more focused and complex task through oral history. This then requires students to develop organizational and critical thinking skills as they

plan for their own research and develop independence while conducting the actual interviews. Literature by Walbert (2004) supported this idea in which oral history allows students to learn historical content and related disciplines, develop writing and critical thinking skills, develop research skills, develop valuable interpersonal skills, and feel personal connections to the past as well as personal connections to their own community.

Social studies teachers also perceived that the development of students' understanding of history by firsthand identification and verification of facts was a significant effect of oral history as a teaching method. Furthermore, this added historical accounts and authenticity to provide discussion about pre-conceived notions from students. This was also indicated in the study of Milton (2016) as he disclosed oral history through oral historians is more concerned with documenting past events and inclined to verify and analyze those findings, which are then placed in an accurate historical context. In addition, Milton (2016) mentioned oral historians are concerned with storing their results for future use by other historians and scholars.

Despite its apparent effectiveness, oral history as a teaching approach in social studies has its disadvantages, particularly pertaining to the human-error and dependence aspect. Since oral history approach deals with oral accounts, it has the possibility of developing credibility and recollection problems from the resource person in some cases. This might happen if the resource persons are older and their recollections are not as sharp as needed; therefore, causing possible concern with credibility. For the social studies teachers, this may also pose concerns due to the scarcity of the resource persona, pertaining to their availability, physical conditions, etc.

The challenges mentioned were stated in this study: "Prospective Social Studies Teachers' Evaluations of Their Own Oral History Experiences Related to Turkey's Recent History of Hülya Çelik," in which several participating social studies teachers shared their

insights and experiences on the challenges faced in the process of implementing oral histories in their research and for classroom projects that were explained as the following: identifying and conducting interviews with reliable and accredited sources, having an awareness of gender-related constraints, and understanding and responding to rejections on the part of sources to expose their stories to the researchers. Furthermore, teachers also reported they encountered hardships in their roles as researchers, including problems in the process of recordings, selecting topics, preparing questionnaires as guides in the interview, and keeping neutral reactions while the resource person was sharing highly emotional information" (Celik, 2018, p. 130).

Familiarity of Social Studies Teachers with the Oral History Approach and the Extent of Its Integration into Their Teaching

Results showed social studies teachers, as well as those involved with Kuwait's educational system, are familiar with applying oral history as a social studies teaching method. This statement is in contradiction with Abushouk's (2017) findings, stating that there are only a few existing courses offered on historical methodologies within the Arabian Gulf universities. Among the courses offered, it is still uncertain if oral history is included as a historical methodology subject. The number of courses provided on historical methods is relatively low in comparison to other course categories, specifically the courses regarding Islamic History and World History. Furthermore, the teacher involved in the study implemented oral history in class, connecting this to behavioral objectives and using real experiences to discuss the topic.

The selected teacher was also able to incorporate different learning methods, such as problem-solving, critical thinking, dialogue, discussion, and group work. After observing the lesson, it was evident that the teacher was unsuccessful in implementing all parts of the lesson, especially meeting the objectives and evaluating the students' performance to see whether they

had progressed with the lesson. This may prove that social studies teachers possess the basic knowledge necessary to implement oral history as a teaching method but lack the experience and expertise to fully implement oral history.

The use of several teaching materials in oral history is required in order to meet the lesson objectives efficiently and effectively. This affirms that oral history approach is effective when teachers utilized several mediums of learning materials in order to appeal to the students' senses and imagination and encourage their participation and engagement in class. Nevertheless, the findings suggest that schools' oral history resources are scarce, which may lead teachers to struggle in implementing oral history in their classes.

Furthermore, lack of resources may result in oral history not being used by schools, which is supported by Ahmed (2018), in which oral history has not yet been implemented or even considered as a teaching approach in schools. This is most evident in the subject of social studies in the State of Kuwait, although other countries have used oral history beginning in elementary school.

Effectiveness of Teaching of Social Studies with an Oral History-Based Approach to Improving Kuwaiti Students' National Values and Identity

Throughout the discussion, it was affirmed that oral history is perceived as an effective teaching approach in improving Kuwaiti students' national values and identity. This is due to students expressing desires to adhere to Islamic values and contribute to charitable works, and take inspiration to follow the example of the Emir of Kuwait and the Kuwaiti philanthropists and humanitarians in order to continue what they started. This conforms to the statement of Pavylyshyn (2016), in which the role of literature "can articulate the values of the nation and postulate the existence of a national community" (p. 77).

This aspiration for fidelity towards national values is due to oral history being utilized in class as students were given an appropriate platform to openly discuss their ideas and opinions on the current pandemic happening worldwide. In addition, students were able to assess the Kuwaiti government's initiatives and how they responded to the pandemic in which students expressed a sense of volunteerism, equity, generosity, protection, pride, unity, dignity, and support for the people of their country and the international community. This made evident a strong sense of national values and identity among students as they described having a strong attachment to a particular group of people, as well as showing a sense of responsibility towards this group. These statements can be attributed to having a good foundation of their national values (Zahran, as cited in Subheyyin et al., 2017).

The theoretical means on the use of oral history to examine the situation during the COVID-19 outbreak created a significant contribution to the students' positive responses to the initiatives made by the Kuwaiti government in response to the pandemic. Concerning the Gulf Cooperation Council (GCC) statement, this emphasized the importance of the role of officials and their respective family members as an icon of the nation to determine a strong national identity to their countrymen (Chatham House Middle East et al., 2012).

Limitations of the Study

There were four limitations experienced throughout this study. First, the qualitative nature of the study included a small number of participants, which may not represent the entire population of social studies teachers in Kuwait schools; also, the participants' responses may only portray individual ideas that are, perhaps, unique to the school. Second, due to practical limitations, the data only covered a small portion of the semester and limited topics. Having a longer period of study and a variety of topics would produce a more complete and in-depth

insight into this study's significance. Thirdly, since the study focused on 14 middle school social studies teachers, this provided limited generalization. Subsequently, it proves difficult to determine whether this study's results can be replicated with other schools and universities. Finally, my own perception and insights as the researcher tend to be biased, limiting the observations and interview notes' inferences. This may not always align with what the participants intended to convey in their responses.

Implications for Theory and Research

In conclusion, the Kuwaitis have always had an educational system highlighting the people's relationships with their country and religion. This implies that education is an effective moderator for shaping national values and beliefs. With that being said, education still has not reached its full potential in order to be used with other approaches to achieve inclusive and effective results. For instance, one aspect that remains neglected is oral history and its significance in helping the nation shape its citizens' beliefs, national values, and identity. Although research studies reveal language is both a significant determinant of a national identity among a group of people and a useful methodology in utilizing oral history inside and outside of the academe through oral literature, there remains a lack of support for this approach; therefore, providing minimal adaptation and implementation. The United Nations proposed the democratization of education to augment the lack of inclusivity and coverage in countries' educational systems, as well as fill in the gaps and missing links.

This research study presents the following theoretical framework: oral history as peace pedagogy and reconciliatory measure, oral history as a means of cultivating cultural diversity, and oral history as a means of preserving history. It identifies oral history as an educational approach that is useful in discussing peace-formation topics and addressing conflicts. In doing

so, there is an identified need for more support from the State and educational institutions to effectively achieve this goal. The identified support in this research includes facilities and equipment, such as teaching and learning materials, that both teachers and students can use in documenting their projects on oral history approach, buildings and spaces in schools to be used for these documentations and discussions, and the mass creation and documentation of resources to be used by both teachers and students for reference, research, and further studies. Other identified needs should come from teachers or educators themselves, including their initiatives or commitments towards the purpose of teaching and the approach of oral history.

There is also a huge need for training among teachers, as identified in the study. While teachers are familiar with the oral history approach, they may need further training and workshops on the actual implementation and discussions using oral history approach.

This research also presents oral history as a means to cultivate cultural diversity. It was found in this research study that there was indeed a need for a more comprehensive, inclusive, and complete documentation of history. With such, history will be rewritten or verified to include all possible perspectives involved, further showcasing the cultural diversity in Kuwaiti's history.

Besides, this research presents oral history as a means of preserving history. This is supported by this research study's findings as students documented their opinion about their government's initiatives on the COVID 19 pandemic. This shows two things: 1) the use of oral history in discussing the COVID-19 situation in Kuwaiti is a manifestation of how oral history approach is used in order to document the youth's perspective in 2020, viewing the government's response to COVID-19. In the future, when history is being written about the global pandemic, this can be used as a reference. 2) It also demonstrates that through oral

history, students can discuss their own viewpoints and opinions on the concept of national identity and values and how much they personally adhere to these values. This is also related to another theoretical framework presented in this research study, which states that oral history approach can be a means used to identify self and the future. As mentioned, the oral history approach was revealed to be an effective method in initiating the discussions of national identity and values, namely Kuwaiti's concept of identity. Since Kuwait Vision 2035, the State can tap on multiple resources in achieving their goals on this project, and the oral history approach can be one of them. Lastly, the oral history approach can preserve history by using the academic setting to document interviews and discussions. These files can then be used as archives in writing history, which would preserve all the existing perspectives on the COVID 19 narrative.

Implications for Practice

This research findings can be utilized for many professional practices or practical applications appealing to a variety of aspects, but particularly in the educational setting. The findings reveal that the oral history approach's efficiency lies in its engagement with students as it found that students tend to be participative in class using the oral history approach. This is due to the approach's attributes that stimulate students' senses and creativity through different learning materials. Efficiency of oral history is also effective as a teaching method for students' personal and intellectual development and as a supplementary learning and research tool.

As there was an identified human-error and dependence factor with oral history based on this research study, there should be a strong and organized implementation of the oral history approach focusing on the credibility and fact-finding of the process and implementation. Among the most noteworthy findings of this research study is the need for actual adaptation of the oral history approach at the institutional level to jump-start the implementation of the approach in the

classroom. This research study also identifies a need for training and mastery among teachers on using the oral history approach.

<div align="center">**Recommendations for Further Research**</div>

Based on the study findings, the following recommendations for further research are identified:

1. Further studies may be done in order to examine the amount of support and intervention currently provided by the government of Kuwait and educational institutions, as well as the amount of support needed for further implementation and efficiency of the oral history approach as a teaching method. Data from this research study supports that the oral history approach is an effective teaching method with multiple significances to achieving academic excellence among students and augmenting the creation and improvement of national values and identity among students.

2. Further studies must address the concern of human-error and dependence as identified as one possible area of concern with the oral history approach. This should evaluate the validity and accuracy of using the oral history approach in eliciting data from identified sources. The method should consider supplementing numerical measurement to validate the accuracy of oral history accounts. Further research on this aspect should also address identifying areas that may cause possible inaccuracy in order to minimize errors in documenting history.

3. Furthermore, a recommendation for an alternative research method that will explore the idea of utilizing oral history as a teaching method aside from focusing on shaping the historical documentation for the future as per the goals aimed by the Kuwaiti Vision 2035, I would also recommend examining the current historical climate in Kuwait and

the coverage and access of people to historical accounts. From this, there can be a comparative examination of the historical accounts known or accessible to citizens to determine which ones are consistent and which particular areas are distorted due to conflicting accounts.

Conclusion

Oral history gives voice to individuals who have previously been excluded from historical narratives. Oral history has tremendous potential, especially in its role in public history and classrooms, by including ordinary individuals in the historical dialogue in order to give people, especially students, an opportunity to formulate their own opinion and ideas. Furthermore, oral history's approach in teaching gives emphasis to a bottom-up framework that promotes democracy.

This study results suggest three themes related to oral history as a teaching approach in social studies; for the first theme, social studies teachers have a positive perception of oral history as a teaching method due to the positive effects on students, which aids student growth and development. For the second theme, social studies teachers have knowledge of oral history. They are already capable of integrating it into the curriculum as a teaching approach. Still, due to the lack of materials and support from the universities and government, teachers struggle in its utilization in class, which has led them to neglect the usage of this method. Lastly, students showed a strong sense of nationalism, which is a manifestation of having firm national values and identity. Oral history activities prove to be effective in instilling positive attitudes, skills, and knowledge to students.

Despite the advantages of using oral history as a teaching approach, there is evidence of inadequacy in resources and support from both the educational institutions and the state in which

teachers are struggling to discover an effective and practical method to teach history. On the other hand, students were also affected since they were denied an appropriate platform to openly discuss their ideas and opinions in class. Therefore, in order to effectively and continuously use the oral history approach, the educational institutions, as well as the state, should spare no effort on the production of resources and materials in order to support teachers. Providing skills, training, and seminars should be considered.

The findings of this study revealed students are very aware of current events in their country. This could be attributed to their access to the internet, given that mass media is one of the main channels to obtain information. This opens up the possibility of mass media being used for augmenting oral history.

References

Abushouk, A. (2017, May). Teaching world history in Arabian Gulf universities: Challenges and

   prospects. *The History Teacher, 50*(3), 413-424.

   http://www.societyforhistoryeducation.org/pdfs/M17_Abushouk.pdf

Agarwal, M. (n.d.). *Various techniques used by history teachers to teach history*. History

   Discussion: http://www.historydiscussion.net/teaching/various-techniques-used-by-

   history-teachers-to-teach-history/488

Ahmed, S. (2018). "Seeking information from the lips of people": Oral history in the archives of

   Qatar and the gulf region. *Archival Science*, 225-240. https://doi.org/10.1007/s10502-

   018-9293-8

Akbar, S., & Meharry, J. (2011). Untold stories: Oral histories of Afghanistan's cultural heritage.

   The Hollings Center for International Dialogue, 1-6. https://hollingscenter.org/wp-

   content/uploads/2012/03/Small-Grantee-Feature-Untold-Stories.pdf

Alberta social studies program. (2005). *Social studies: Kindergarten to grade 12*.

   https://www.ece.gov.nt.ca/sites/ece/files/resources/program-of-study-grade-11ab.pdf

Al-Douri, A. (2008). *The historical roots of Arab nationalism*. Centre for Arab Unity Studies.

Alexander, B. (2006, March). Excluding archival silences: Oral history and historical absence.

   Archival Science, 6, 1–11. https://doi.org/10.1007/s10502-006-9020-8

Alsmadi, O., Thareja, G., Alkayal, F., Rajagopalan, R., John, S., Hebbar, P., Behbehani, K., &

   Thanaraj, T. (2013, September 16). Genetic substructure of Kuwaiti population reveals

   migration history. *PLOS ONE*. https://doi.org/10.1371/journal.pone.0074913

Ardemendo, D., Apollo Theater Education Program, Kuszmar, K., Notre Dame High School,

   Jose, S., & Educational Advisory Board, Voice of Witness. (2014). *Principles and best*

practices for oral history education (4–12). Oral History Association:

https://www.oralhistory.org/wp-content/uploads/2014/04/2013-

1411_Oral_History_ClassroomGuide_Update_V2.pdf

Bhatt, A., & Iyer, N. (2012, December). *South Asian oral history project.*

https://content.lib.washington.edu/saohcweb/

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in*

Psychology, 3(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Buxton, C. (2013). *Oxford english mini dictionary.* Oxford University Press.

Capoccia, G., & Ziblatt, D. (2010). The historical turn in democratization studies: A new

research agenda for Europe and beyond. *Comparative Political Studies*, 43(8-9), 931-968.

https://doi.org/10.1177/0010414010370431

Celik, H. (2018, October). Prospective social studies teachers' evaluations of their own oral

history experiences related to turkey's recent history. *Journal of Education and Training*

Studies, 6(10), 123-132. https://doi.org/10.11114/jets.v6i10.3457

Chatham House Middle East, North Africa Programme, & Gulf University for Science and

Technology. (2012, February). *Kuwait study group: Identity, citizenship and sectarianism*

in the GCC.

https://www.chathamhouse.org/sites/default/files/public/Research/Middle%20East/0212k

uwaitsummary_identity.pdf

Christoloudou, N. (2016). Oral history as an effective pedagogical practice in high school: Two

examples of inspiration and engagement. *The Canadian Center for Policy Alternatives*,

25(2), 118-126.

https://www.researchgate.net/publication/317240755_Oral_history_as_an_effective_peda

gogical_practice_in_high_school_Two_examples_of_inspiration_and_engagement

Cleveland, C., & Morris, C. (2006). *Dictionary of energy*. The Energy and Resources Institute

(TERI).

Cohen, L., Manion, L., & Morri, K. (2013). *Research methods in education.* Routledge.

Collin, P. (2004). *Easier English intermediate dictionary.* Bloomsbury Publishing.

Community Tool Box. (2020). *Multicultural Collaboration.* https://ctb.ku.edu/en/table-of-

contents/culture/cultural-competence/multicultural-collaboration/main

Creswell., J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods*

approaches. SAGE.

Crysta, J., Sadek, D., Anthony, J., & Ochsenwald, W. L. (2020, January 3). *Kuwait*.

Encyclopedia Britannica. https://www.britannica.com/place/Kuwait

D'Alleva, A. (2006). *How to write art history.* Laurence King Publishing.

Dutt-Doner, K., Allen, S., & Campanaro, K. (2016). Understanding the impact of using oral

histories in the classroom. *The Social Studies*, 107(6), 257-265.

https://doi.org/10.1080/00377996.2016.1221792

Eidson, J. (2014). *Preserve your memories with oral history interviews*. Association for Library

Collections & Technical Services (ALCTS).

http://www.ala.org/alcts/preservationweek/howto/oral-history

Elsdon, D. (2015, January 5). *7 steps to conducting a successful oral history interview*. Alphabet

Secretarial.https://www.alphabetsecretarial.co.uk/7-steps-conducting-successful-oral-

history-interview/

Foley, J. M. (2019, January 6). Oral tradition. Encyclopaedia Britannica:

https://www.britannica.com/topic/oral-tradition

Foley, J., & Aarstad, R. (2017). *Oral history in the classroom.* Montana Historical Society:

      https://mhs.mt.gov/Portals/11/education/Footlocker/OralHistory_UserGuide.pdf

Fong, T., & Kahn, A. (1998). An educational exchange: Teaching oral history on the post-

      secondary level. *The Oral History Review*, 25:1, 9-34.

      http://www.jstor.org/stable/3675576

Frey, L., Kreps, G., & Botan, C. (1991). *Investigating communication: An introduction to*

      research methods. Prentice-Hall.

Grady, M. P. (1998). *Qualitative and action research: A practitioner handbook.* Phi Delta Kappa

      International.

Grinell, R., & Unrau, Y. (2011). *Social work research and evaluation: Foundations of evidence-*

      based practice. Oxford University Press.

Grogan, A. (2013, October). *Approaches to teaching history in transition year.* Professional

      Development Service For Teachers (Pdst).

      https://www.pdst.ie/sites/default/files/Approaches%20to%20teaching%20History%20in

      %20Transition%20Year,%20October%202013_2.pdf

Group of Oral Historians. (2014, January 26). *Oral history for movement building: Moments of*

      power and possibility. Groundswell. http://www.oralhistoryforsocialchange.org/2011-

      gathering-synthesis/2014/1/26/oral-history-for-movement-building-moments-of-power-

      and-possibility

Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting qualitative data: A field manual*

      for applied research. SAGE. https://dx.doi.org/10.4135/9781506374680

Gunawan, J. (2015). Ensuring trustworthiness in qualitative research. *Belitung Nursing Journal*,

      1(1), 10-11. https://doi.org/10.33546/bnj.4

Hollings Center. (2012). Oral history in the Middle East and Central Asia, 1-8. The Hollings

   Center for International Dialogue.

Hunner, J., Villa, D., Staski, P., Wall, J., & Achievement Center of Gadsden High. (1996).

   Preserving community/Cuentos del varrio: An oral history instruction manual. New

   Mexico State University. https://history.nmsu.edu/files/2014/10/Oral-History-Manual.pdf

Ikegami, H. (2012, December 1). *On the practice of the oral history archives of Japanese art |*

   Part I: Toward oral histories of art in Asia. https://aaa.org.hk/en/ideas/ideas/on-the-

   practice-of-the-oral-history-archives-of-japanese-art-part-i-toward-oral-histories-of-art-

   in-asia

Johnson, D. W. (2019, September 2). Need for a national identity. *Psychology Today.*

   https://www.psychologytoday.com/us/blog/constructive-controversy/201909/need-

   national-identity

Kamberelis, G., & Dimitriadis, G. (2013). *Focus groups: From structured interviews to*

   collective conversations. Routledge.

Kangal, S. (2007). *Values: Definition, characteristics, importance, types of values.* iEduNote.

   https://iedunote.com/values

Kenya Revenue Authority. (2015). *National values and principles of governance.*

   https://www.kra.go.ke/images/publications/National-Values--Principles-of-

   Governance.pdf

Kuna News Agency. (2019, May 26). *Vision 2035 dream for every Kuwaitis.*

   https://www.kuna.net.kw/ArticleDetails.aspx?id=2797546&Language=en

Kuwaiti Ministry of Education. (2008). *The national report development of education in the*

   State of Kuwait 2004-2008. UNESCO.

http://www.ibe.unesco.org/fileadmin/user_upload/archive/National_Reports/ICE_2008/k

uwait_NR08.pdf

Kuwaiti Ministry of Education, & National Center for Educational. (2016, April). *Kuwait*

national curriculum primary education. Curriculum and Standards Social Studies.

https://www.moe.edu.kw/teacher/wathaiq%20watanya/%المرحلة20%لمناهج20%المعايير الوطنية

الإبتدائية20%/National%20Educational%20Curriculum%20Standards%20in%20Kuwait%20f

or%20primary%20Education/Social%20Studies.pdf

Kuwaiti Ministry of Foreign Affairs. (2014, September 9). *Kuwait as a humanitarian center*.

https://www.mofa.gov.kw/en/kuwait-state/kuwait-as-a-humanitarian-center/

Le Gall, A., Lauwerys, J., Holmes, B., Dryland, A., & Mattson, S. (1973). *Present problems in*

the democratization of secondary and higher education. UNESCO.

https://unesdoc.unesco.org/ark:/48223/pf0000002781

Lempert, D. H. (2010). Taking people's history back to the people. *Democracy & Education,*

21(2), 2-3. *Democracy Education Journal*.

Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. In Y. S. Lincoln, & E. G.

Guba, *Naturalistic inquiry* (pp. 289-327). SAGE.

Liu, P., Moreno, J. M., Song, P., Hoover, E., & Harder, M. K. (2016, August 29). The use of oral

histories to identify criteria for future scenarios of sustainable farming in the South

Yangtze River, China. *Sustainability*, 8(9), 1-24. https://doi.org/10.3390/su8090859

Llewellyn, K., & Cook, S. A. (2017). Oral history as peace pedagogy. In K. R. Llewellyn, & N.

Ng-A-Fook, *Oral history and education: Theories, dilemmas, and practices* (pp. 17-41).

Palgrave Macmillan. https://doi.org/10.1057/978-1-349-95019-5_2

Loew, H. (2007). *Countries and their cultures*. Every Culture. https://www.everyculture.com/Ja-Ma/Kuwait.html

Mack, N., Woodsong, C., Macqueen, K., Guest, G., & Namey, E. (2005). *Qualitative research methods: Data collector's field guide.* USAID/Family Health International.

Maxwell, J. A. (2012). *Qualitative research design: An interactive approach.*

Merriam, S. B. (2002). *Qualitative research: A guide to design and implementation (2nd ed.).*

Merriam-Webster. (n.d.). *Definition of private school*. https://www.merriam-webster.com/dictionary/private%20school

Merriam-Webster's Collegiate History. (1998). History. Merriam-Webster Inc.

Merriam-Webster's Collegiate Dictionary. (2003). Definition of public school. Merriam-Webster Inc.

Middlesex County Office of Culture and Heritage. (n.d.). Oral history guide. http://www.middlesexcountynj.gov/Government/Departments/BDE/Documents/OralHistoryGuide_readers.pdf

Milton, G. (2016). *Education in st. Maarten from 1954 to 2000: An oral history account.* Cambridge Scholars Publishing.

Ministry of Foreign Affairs of the State of Kuwait. (2020). *Kuwait vision 2035 "new Kuwait".* https://www.mofa.gov.kw/en/kuwait-state/kuwait-vision-2035/

Mitchell-Holder, S. (2016). Let's talk: Effectively communicating with your online students. In W. Kilgore, *Humanizing online teaching and learning* (pp. 49-64). Createspace Independent Publishing Platform.

Moorhead, G. (2020). *Oral history guide.* The Open University. http://www.open.ac.uk/arts/research/religion-in-london/oral-history-guide

National Council for Social Studies. (n.d.). Essential social studies skills and strategies. https://www.doe.in.gov/sites/default/files/standards/essential-social-studies-skills-and-strategies.pdf

Nyambu, K., Arthur, M., Wafula, N., King‛oro, S., Muthura, J., & Maranya, J. (2011, May 3). *National cohesion and integration.* Ministry of Justice, National Cohesion and Constitutional Affairs and the National Cohesion and Integration Commission. https://www.cohesionandvalues.go.ke/wp-content/uploads/2016/11/National-Cohesion-and-Integration_training_manual.pdf

Nyhan, J., & Flinn, A. (2016). *Computation and the humanities.* Springer.

Oelofse, M. (2011). Applying principles of historical critique: Authentic oral history? *International Conference on Social Science and Humanity, 5*, 41-44. IACSIT Press.

Office of the European Union. (2012, September 14). *Statistics explained archive*.

Oral History Association. (2009). *Principles and best practices for oral history*. https://www.oralhistory.org/about/principles-and-practices-revised-2009/

Oral History Association. (2015). *Oral history: Defined*. https://www.oralhistory.org/about/do-oral-history/

Oral History Society. (2018). *History of oral history*. https://www.ohs.org.uk/about/history-of-oral-history/

Parekh, B. (2010, June 30). The concept of national identity. *Journal of Ethnic and Migration Studies*, 21(2), 255-268. https://doi.org/10.1080/1369183X.1995.9976489

Patton, M. (1990). *Qualitative evaluation and research methods.* SAGE.

Pavylyshyn, M. (2016, October 5). Literary history as provocation of national identity, national

   identity as provocation of literary history: The case of Ukraine. Thesis Eleven, 136(1),

   74-89. https://journals.sagepub.com/doi/full/10.1177/0725513616667657

Pillai, R. (2003). *Reaching the world in our own backyard: A guide to building relationships*

   with people of other faiths and cultures. WaterBrook Press.

Randles, E., & Harmon, L. (n.d.). *A student guide to community engagement.* Campus Engage.

   https://www.livingknowledge.org/fileadmin/Dateien-Living-

   Knowledge/Dokumente_Dateien/Toolbox/Student_Guide_to_Community_Engagement.p

   df

Reinharz, S. (1992). *Feminist methods in social research.* Oxford University Press.

Sasaki, T., & Akita, G. (2010). *Modern japan in archives: Political history from the opening of*

   the country to post-war. National Diet Library.

   https://www.ndl.go.jp/modern/e/guidance/whats01.html

Smith, G. (2008). The making of oral history. *The Institute of Historical Research*.

   https://archives.history.ac.uk/makinghistory/resources/articles/oral_history.html

Stake, R. E. (1995). *The art of case study research.* SAGE.

Stokes, B. (2017). *What it takes to truly be 'one of us'.* Pew Research Center.

   https://www.pewresearch.org/global/2017/02/01/what-it-takes-to-truly-be-one-of-us/

Subheyyin, E. H.-H. (2017). The status of national values in the books of social studies for the

   grades of the upper primary stage in Jordan. *Journal of Education and Practice*, 8(13), 1-

   7.

Sulaiman, S. (2017, March 30). *How do we recognize the Arab identity*. Arab America.

   https://www.arabamerica.com/recognize-arab-identity/

Tavakkoli, F. (n.d.). *The methodology and approaches to oral history in historical research.* Iranian Oral History. http://oral-history.ir/?page=post&id=4915

Taylor, A. (2017, February 2). How do people define their national identity? By speaking the language, study says. *The Washington Post*: https://www.washingtonpost.com/news/worldviews/wp/2017/02/01/when-it-comes-to-national-identity-language-trumps-religion-culture-and-place-of-birth-study-finds/

Thompson, P., & Bornat, J. (2017). *The voice of the past: Oral history.* Oxford University Press.

Turner, B. (2017). *The statesman's yearbook 2014: The politics, cultures and economies of the world.* Springer.

U.S. Department of Health & Human Services. (n.d.). *Informed consent FAQs.* https://www.hhs.gov/ohrp/regulations-and-policy/guidance/faq/informed-consent/index.html

UNESCO. (2003, October). *What is intangible cultural heritage?* https://ich.unesco.org/en/what-is-intangible-heritage-00003

United Nations. (2014). World data on education. *UNESCO.* http://www.ibe.unesco.org/sites/default/files/Kuwait.pdf

United States Department of State. (2018). *2018 report on international religious freedom: Kuwait.* https://www.state.gov/reports/2018-report-on-international-religious-freedom/kuwait/

USA International Business Publications. (2007). *Kuwait justice system and national police handbook.* International Business Publications.

Virtanen, K. (1992, October 7). The role of philosophy and literature in building up the national

identity of the early 19th century United States. Department of Humanities Computing,

University of Groningen.

Walbert, K. (2004, April). *Elementary how to do it: Oral history projects.* National Council for

the Social Studies.

http://www.socialstudies.org/sites/default/files/publications/yl/1604/PulloutScanned.pdf

Walbert, K. (2003). *Oral history in the classroom.*

http://www.aughty.org/pdf/oralhist_classroom.pdf

Walbert, K., & Shawver, J. (2007, February). *Oral history in the classroom.* LEARN NC.

Williamson, K., Given, L., & Scifleet, P. (2018). Qualitative data analysis. In K. Williamson, &

G. Johanson, *Research methods: Information, systems and contexts* (pp. 453-476).

Elsevier. https://doi.org/10.1016/B978-0-08-102220-7.00019-4

World Population Review. (2020). *Kuwait population 2020 (Demographics, maps, graphs)*.

http://worldpopulationreview.com/countries/kuwait-population/

World Trade Organization, & Government of Kuwait. (2012). *Trade Policy Review of the State

of Kuwait.* https://www.wto.org/english/tratop_e/tpr_e/tp358_e.htm

Xinhua. (2020). *Kuwait launches oral history project to document modern history.*

http://www.xinhuanet.com/english/2020-02/09/c_138768697.htm

Yin, R. K. (2014). *Case study research design and methods*. SAGE.

Zahran, S. (2004). *Mental health guide to correct the feelings and beliefs of expatriation.* World

of Books.

Zainal, Z. (2007). Case study as a Research Method. *Jurnal Kemanusiaan*, 9, 1-6.

Zantides, E. (2016). Looking inwards, designing outwards: National identity and print

advertisements of the Cyprus tourism organisation. *Visual Studies, 31*(3), 248-259.

https://doi.org/10.1080/1472586x.2016.1209987

Zeidan, A. (2020, May 18). *Gulf cooperation council.* In Encyclopædia Britannica (pp.1-2).

ZSR Library. (2019, October 25). *Introduction to oral history: Oral history organizations*. Wake

Forest University. https://guides.zsr.wfu.edu/c.php?g=334851&p=2252523

Appendix A - Interview for Middle school students (8th grade)

Introduction

The emergence of the coronavirus disease 2019 (COVID-19) has officially become a global pandemic, claiming hundreds of thousands of lives on every continent. Daily lives of millions of people have been impacted, and governments worldwide have exerted great efforts in curbing and containing the spread of this virus.

The pandemic has also placed the State of Kuwait under a precarious situation. The Kuwaiti authorities have imposed stringent measures for preventing and controlling the spread of the disease, such as suspension of work and schools, travel restrictions, the introduction of lockdown, and implementation of curfew, among other measures with the goal of protecting individuals, families, and communities in their jurisdiction.

With its impact all over the world, especially in the State of Kuwait, the researcher would like to elicit your experiences during the COVID-19 pandemic and your insights regarding the measures and programs imposed by the Kuwaiti Government. Rest assured that your responses will be kept strictly confidential.

Interview Questions (Open-ended)

1. How has the Kuwaiti government communicated information regarding the novel COVID-19 (coronavirus) to you? What do you know about this virus?

2. What programs or assistance have you received from the head of state/government of Kuwait during the pandemic?

3. How did this assistance help your family during the pandemic?

4. How fast did the government respond in implementing said measure/s?

5. What were the challenges you encountered during the outbreak of COVID-19 (coronavirus)?

6. What actions have you taken, or what personal contribution have you made to help fight COVID-19 (coronavirus)?

7. Describe your family's situation before the COVID-19 pandemic (pre-March 2020) vs. your family's current situation (current date).

8. What do you know about the humanitarian acts of the Kuwaiti Government to non-Kuwaitis during the pandemic?

9. What are your opinions of the fundraising campaign efforts of charity entities in supporting the Government of Kuwait to help curb the spread of COVID-19 (coronavirus)?

10. What do you consider to be the most crucial contribution of the Kuwaiti Government to the world during the pandemic?

11. Do you think it is essential to follow the rules and protocols imposed by the government during the pandemic? Why or why not?

12. What are your thoughts regarding the emergency programs implemented by the Kuwaiti Government during the pandemic for its citizens and residents?

13. What do you think of the efforts of the government of Kuwait in finding a vaccine for COVID-19 (coronavirus)?

14. Describe the characteristic of the Head of State during the global COVID-19 (coronavirus) pandemic?

15. What are the values that the Kuwaiti government urged to implement among citizens and residents during the COVID-19 outbreak?

Appendix B - Interview for Middle school students 8th grade (Arabic)

المقدمة:

أصبح مرض فيروس كورونا (COVID-19) في نهاية العام 2019 وباءً عالميًا رسميًا، حيث أودى بحياة مئات الآلاف من الناس في جميع دول العالم، وتأثرت الحياة اليومية لملايين الأشخاص، وقامت الحكومات في جميع أنحاء العالم ببذل جهود كبيرة للحد من انتشار هذا الفيروس واحتوائه.

أما في دولة الكويت فقد أثر هذا الوباء تأثيرا كبيرا فجعل الوضع غير مستقر، فقامت السلطات الكويتية بفرض تدابير صارمة لمنع انتشار المرض والسيطرة عليه، مثل تعليق العمل والمدارس، وحظر السفر وحظر التجول، وبعض التدابير الصحية المشددة وغيرها.

الأسئلة:

1. كيف أبلغت الحكومة الكويتية المواطنين والمقيمين بالمعلومات الخاصة بفيروس كورونا COVID-19؟ ماذا تعرف عن هذا الفيروس؟

2. ما هي البرامج أو التوجيهات التي تلقيتها من حكومة الكويت خلال انتشار هذا الوباء؟

3. كيف ساعدت هذه البرامج أو التوجيهات عائلتك أثناء الوباء؟

4. كيف كانت سرعة رد الحكومة في تنفيذ الإجراء / الإجراءات المذكورة؟

5. ما هي التحديات التي واجهتها أثناء تفشي فيروس كورونا Covid-19؟

6. ما هي مساهماتك الشخصية أو الإجراءات التي اتخذتها للمساعدة في مكافحة فيروس كورونا Covid-19؟

7. صف وضع عائلتك قبل جائحة فيروس كورونا COVID-19 مقابل وضعهم حالياً.

8. ماذا تعرف عن الأعمال الخيرية والإنسانية التي قامت بها الحكومة الكويتية للمواطنين والمقيمين خلال فترة انتشار فيروس كورونا؟

9. ما رأيك في جهود حملة الأعمال الخيرية أو الإنسانية التي قامت بها الحكومة الكويتية وذلك للمساعدة في كبح انتشار فيروس كورونا؟

10. برأيك ما هي أهم مساهمة قامت بها الحكومة الكويتية لدول العالم أثناء الوباء؟ *

11. هل تعتقد أنه من الضروري اتباع القواعد والتعليمات التي فرضتها الحكومة خلال الوباء؟ لماذا؟

12. اذكر اهم برامج الطوارئ التي نفذتها الحكومة الكويتية للمواطنين والمقيمين خلال فترة الوباء؟

13. صف مشاعرك عندما تشاهد أن دولة الكويت تتصدر الدول العالمية بالجهود التي تبذلها في مكافحة فيروس كورونا COVID-19؟

14. من وجهة نظرك ماهي أهم صفة لأمير دولة الكويت خلال جائحة COVID-19 العالمية؟

15. ما هي القيم الإنسانية والوطنية التي حثت الحكومة الكويتية على تطبيقها بين المواطنين والمقيمين خلال تفشي فيروس كورونا؟

Appendix C - Questionnaire for the Middle school Social studies Teachers

Introduction

Oral history plays an important role in education. The use of an oral history approach in teaching has been proven effective in the development of students' critical thinking skills, basic literacy skills, interpersonal relations and personal qualities, as well as other soft skills.

The purpose of this interview is to identify the perception of Kuwait social studies teachers in using oral history as a teaching approach. Carefully read the following items and select the appropriate responses that best suit your point of view. Rest assured; the information we obtain will be handled with confidentiality. The researcher will be the only person who reads your comments.

Questionnaires (Open-ended)

1. What is your gender?
2. How many years have you been teaching Social Studies?
3. What is your highest educational attainment?
4. On a scale of 1 to 5 (5 being the highest and 1 being the lowest), how well versed are you in using oral history as a teaching method in your classroom?
5. How valuable do you feel using oral history to teach social studies is to a middle school classroom?
6. What kind of oral history projects do you give your students?
7. When using oral history projects, what are some of the common feedback and responses you receive from students?
8. What are the most prominent means and tools of the oral history approach you were used to teaching social studies?
9. How sufficient are the teaching resources for oral history in your school?
10. How do/would you interpret the level of participation of your students when you use oral history to teach social studies?
11. Please explain your rating of using oral history as a teaching method.
12. What do you think is the effect of oral history skills on the learners' behavior and awareness?
13. What do you think are the advantages and disadvantages of oral history when used as a teaching approach?
14. What were some of the obstacles or challenges you have experienced when using oral history to teach social studies?
15. What have you done to overcome those obstacles/challenges you encountered as you implemented oral history to teach social studies?
16. What suggestion/s can you give to enhance the use of oral history to teach social studies in the state of Kuwait?

Appendix D - Questionnaire for the Middle school Social studies Teachers (Arabic)

المقدمة:

أثبت استخدام نهج التاريخ الشفوي في التعليم فعاليته لما يلعبه من دور مهم في تطوير مهارات التفكير النقدي لدى الطلاب ومهارات القراءة والكتابة الأساسية والعلاقات والصفات الشخصية، بالإضافة إلى المهارات الأخرى. أما الغرض من هذا الاستبيان هو التعرف على تصور معلمي الدراسات الاجتماعية في الكويت عن استخدام التاريخ الشفوي كمنهج تعليمي.

اقرأ أسئلة الاستبيان بعناية وحدد الردود المناسبة التي تناسب وجهة نظرك.

ملاحظة: كن مطمئنًا، سيتم التعامل مع المعلومات التي نحصل عليها بسرية حيث سيكون الباحث هو الشخص الوحيد الذي يقرأ تعليقاتك.

أسئلة الاستبيان:

1. نوع الجنس؟ ذكر أم أنثى
2. الخبرة التدريسية؟
3. ما هو درجة أخر مؤهل اكاديمي حصلت عليه؟
4. مقياس من 1 إلى 5 (5 هو الأعلى و 1 هو الأدنى)، إلى أي مدى أنت على دراية تامة باستخدام التاريخ الشفوي كطريقة تدريس في فصلك؟
5. ما أهمية استخدام التاريخ الشفوي لتدريس الدراسات الاجتماعية في الفصول الدراسية خصوصاً في المرحلة المتوسطة؟
6. ما نوع مشاريع التاريخ الشفوي التي تقدمها للطلاب؟
7. ما هي بعض التعليقات والردود الشائعة التي تتلقاها من الطلاب عند استخدام مشروعات التاريخ الشفوي؟
8. ما وسائل وأدوات التاريخ الشفوي التي تستخدمها عند تدريس الدراسات الاجتماعية؟
9. ما مدى كفاية الموارد التعليمية لتطبيق التاريخ الشفوي في مدرستك؟
10. كيف تفسر مستوى مشاركة طلابك عند استخدام التاريخ الشفوي لتدريس الدراسات الاجتماعية؟
11. يرجى توضيح تقييمك لاستخدام التاريخ الشفوي كطريقة تدريس.
12. برأيك ما هو تأثير مهارات التاريخ الشفوي على سلوك المتعلم وإدراكه؟
13. ما هي مزايا وعيوب التاريخ الشفوي عند استخدامه كطريقة تدريس؟
14. ما هي بعض العقبات أو التحديات التي واجهتها عند استخدام التاريخ الشفوي لتدريس الدراسات الاجتماعية؟
15. ما الذي فعلته للتغلب على تلك العقبات / التحديات التي واجهتها أثناء قيامك بتطبيق التاريخ الشفوي لتعليم الدراسات الاجتماعية؟
16. ما هي الاقتراحات التي يمكنك تقديمها لتعزيز استخدام منهج التاريخ الشفوي لتدريس الدراسات الاجتماعية في دولة الكويت؟

Appendix E - Lesson plan

(First Period)

Unit: Islamic Civilization Lesson: The effect of Islamic civilization on Kuwait	Advance Organizer: Presentation of a donation box followed by two questions: When was the last donation? Why do you donate?	Extra-curricular Activity: N/A	Grade	Period	Date	Day

Topic content	Learning Objectives	Development Activities	Assessment activities
Concepts: Civilization – charity- charity society – Islam **Facts:** Islam is the formal religion of Kuwait The Islamic religion has influenced the Kuwait people Charity is represented in different Kuwait public figures	By the end of this lesson, students are expected to be able to: 1.Mention the formal religion of Kuwait. 2.Interpret the effect of the Islamic religion on the Kuwaiti people. 3.Identify the kinds of charity in Kuwait. 4.Thank God for His blessings.	Students participate in a game to solve a quiz. Students observe pictures for the Main Islamic duties including Haj and prayers. Students watch videos of charity during the pandemic of COVID-19.	When did the prince receive the title of the leader of humanitarian work? List a name of a Kuwaiti public figure in the field of charity.
Summative Activity Give students an example of oral history, its importance and application procedures.			

(Second Period)

Unit: Islamic Civilization Lesson: The effect of Islamic civilization on Kuwait.	Advance Organizer: Presentation of a donation box followed by two questions: When was the last donation? Why do you donate?	Extra-curricular Activity: Doing School textbook page 25	Grade	Period	Date	Day

Topic content	Learning Objectives	Development activities	Assessment activities
Concepts: Civilization, charity, humanitarian leader **Facts:** 1-The prince of Kuwait Sheikh Gaber Al-Sabah has obtained the title of humanitarian charity leader in 2014 2- Dr. Abdulrahman Al-Sumait has been a god example for charity	By the end of this lesson, students are expected to be able to: 1. Show pride for the prince of Kuwait Sheikh Gaber Al-Sabah. 2. Give evidence that the prince of Kuwait Sheikh Gaber Al-Sabah has obtained the title of humanitarian charity leader. 3. Mention the most important charity works done by Dr. Abdulrahman Al-Sumait. 4. Practice charity behaviors in school.	Students notice the celebration of the Prince of Kuwait by the United Nations. Students watch a video about the efforts of the prince during the COVID-19 pandemic. Students read a short story about the charity deeds of Dr. Abdulrahman Al-Sumait. Students discuss with the teacher how to practice the charity behaviors.	**None**
Summative activity Application of oral history in classroom			

Appendix F - Lesson plan (Arabic)

<div dir="rtl">

الحصة الأولى

النشاط اللاصفي:	النشاط الاستهلالي:	الوحدة الدراسية الأولى: الحضارة الإسلامية	الصف	الحصة	التاريخ	اليوم
• لا يوجد	عرض صورة صندوق لجمع الصدقات (حصالة) تم طرح سؤالين: - 1- متى آخر مرة تصدقت أو تبرعت؟ 2- لماذا تتصدق أو تتبرع للجمعيات الخيرية؟	عنوان الدرس: أثر خصائص الحضارة الإسلامية على دولة الكويت				

نشاط التقويم (التقويم التكويني أو المستمر أو المصاحب)	أنشطة النمو	الأهداف السلوكية	عناصر المادة العلمية
بعد تحقيق الأهداف يفترض تمكن الطالب من الإجابة على الأسئلة التالية: • في أي عام حصل صاحب السمو أمير دولة الكويت الشيخ صباح الأحمد على لقب قائد الإنسانية؟ • اذكر شخصية كويتية أخرى رائدة في مجال العمل الإنساني والخيري؟	لتحقيق الأهداف سيتم استخدام الوسائل التالية: 1- يشارك في لعبة امسح واربح ليذكر الديانة الرسمية لدولة الكويت. 2- يلاحظ صور لأركان الإسلام كالحج والصوم ليمثل تأثير الحضارة الإسلامية التي أثرت على الشعب الكويتي في مجال العمل الخيري والإنساني. 3- يشاهد مقطع فيديو للأعمال الخيرية خلال جائحة كورونا التي مرت بها الكويت.	بعد الانتهاء من الدرس يتوقع من الطالب أن: 1- يذكر الديانة الرسمية لدولة الكويت (معرفي - فهم). 2- يعلل تأثير الحضارة الإسلامية على الشعب الكويتي (معرفي – تحليل). 3- يعدد أشكال العمل الخيري في دولة الكويت (نفس حركي). 4- يحمد أو يشكر الله على هذه النعمة (وجداني).	المفاهيم: حضارة – مساعدة إنسانية – جمعية خيرية - الدين الإسلامي. الحقائق: 1- الديانة الرسمية الرئيسية لدولة الكويت هي الإسلام. 2- أثرت الحضارة الإسلامية على الشعب الكويتي. 3- العمل الخيري يتجسد في العديد من المؤسسات الخيرية.

النشاط الختامي
- إعطاء الطالب نبذه عن التاريخ الشفوي من حيث: المفهوم والأهمية والتطبيق.

</div>

الحصة الثانية

اليوم	التاريخ	الحصة	الصف	الوحدة الدراسية الأولى: الحضارة الإسلامية	النشاط الاستهلالي:	النشاط اللاصفي:
					عرض صورة صندوق لجمع الصدقات (حصالة)	• حل أسئلة الكتاب المدرسي
				عنوان الدرس: أثر خصائص الحضارة الإسلامية على دولة الكويت	تم طرح سؤالين: -	ص25
					1. متى آخر مرة تصدقت أو تبرعت؟	
					2. لماذا تتصدق أو تتبرع للجمعيات الخيرية؟	

عناصر المادة العلمية	الأهداف السلوكية	أنشطة النمو	نشاط التقويم (التقويم التكويني أو المستمر أو المصاحب)
المفاهيم: حضارة - مساعدة إنسانية – قائد الإنسانية. **الحقائق:** 1- حصل أمير دولة الكويت الشيخ صباح الأحمد الجابر الصباح على لقب قائد العمل الإنساني 2014م. 2- ضرب الدكتور عبد الرحمن السميط أروع الأمثلة في مجال العمل الخيري المساعدات الإنسانية.	بعد الانتهاء من الدرس يتوقع من الطالب أن: 1- يفتخر بحصول أمير دولة الكويت الشيخ صباح الأحمد الجابر الصباح على لقب قائد العمل الإنساني. 2- (وجداني). 3- يدلل على حصول أمير دولة الكويت الشيخ صباح الأحمد الجابر الصباح على لقب قائد العمل الإنساني (معرفي - تقويم). 4- يذكر ابرز الأعمال الإنسانية والخيرية للدكتور عبد الرحمن السميط (معرفي - تذكر). 5- يجسد العمل الخيري الإنساني داخل المدرسة على مستواه كطالب (نفس حركي).	لتحقيق الأهداف سيتم استخدام الوسائل التالية: 1- يلاحظ صورة تكريم صاحب السمو أمير دولة الكويت الشيخ صباح الأحمد من قبل الأمم المتحدة ليفتخر بهذا اللقب. 2- يشاهد مقطع فيديو عن جهود أمير دولة الكويت الشيخ صباح الأحمد الجابر الصباح خلال الأزمة العالمية لجائحة فيروس كورونا ليدلل على حصوله على لقب قائد الإنسانية. 3- يقرأ قصة قصيرة لرحلة الدكتور عبد الرحمن السميط وكفاحه في العمل الخيري والإنساني ليذكر أعماله الخيرية والإنسانية. 4- يناقش المعلم الطلاب في كيفية تجسيد العمل الخيري والإنساني داخل المدرسة.	بعد تحقيق الأهداف يفترض تمكن الطالب من الإجابة على التالي:

النشاط الختامي
• تطبيق منهج التاريخ الشفوي مه الطلبة داخل الفصل الدراسي.

111

Appendix G - Classroom Observation Evaluation Sheet

First: Lesson Planning:
1. Abiding by a teacher manual
2. Formulating objectives according to levels
3. Preparing educational aids or means

Second: Lesson Presentation:
1. Students organization
2. Presenting examples
3. Linking theories with practices
4. Abiding by time
5. Taking care of students' participation
6. Using different assessment methods
7. Content handling method

Third: Lesson addressing:
A. Cognitive aspect:
1. Exploring students' experiences
2. Creating a problem and solving it
3. Group discussion
4. Using oral history

B. Affective aspect:
1. Making comparisons
2. Expressing opinion
3. Triggering students' feelings
4. Enhancing citizenship
5. Enhancing Islamic values

C. Skills aspect:
1. Focusing on oral history
2. Using knowledge resources
3. Discussion

Fourth: Teaching methods:
1. Differentiation of teaching methods and their appropriateness
2. Controlling discussion
3. Behavioral objective treatment procedure
4. Using educational aids
5. Sound and language

Fifth: Student's reactions:
1. Praising ideas and goals
2. Interaction during a class session
3. Adherence to the discussion points
4. Students' desires and feelings

Appendix H - To Whom It May Concern

Ministry of Education
Ali Al-Salem Middle School (Boys)

وزارة التربية
مدرسة علي السالم الصباح
متوسط بنين

NEWKUWAIT

Date: September 1.2020

Subject: Permission to conduct a study

To whom it may concern

This letter will serve as authorization of Mr. Abdulaziz Al-Shammari to conduct the research project entitled "The Use of the Oral History Teaching Approach in Social Studies Towards Strengthening National Values and Identity Among Kuwaiti Youth: A Consideration of Kuwait Vision 2035" at our school. I'm glad to offer him an opportunity to conduct the study. School personnel is willing to assist and provide any help or information necessary to ensure the successful implementation of the study. The study will apply to an eighth-grade student of social studies class, and all students will be encouraged to participate in the study. As explained by Mr. Abdulaziz, the study will last for two weeks to three weeks to collect data from the participant If you have any concerns or require additional information, feel free to contact us.

With Regards,

Department Head

Appendix I - Approval letter for IRB-Application

KANSAS STATE UNIVERSITY | University Research Compliance Office

TO: Dr. Bradley Burenheide
Curriculum and Instruction
Bluemont Hall

Proposal Number: 10241

FROM: Rick Scheidt, Chair
Committee on Research Involving Human Subjects

DATE: 09/10/2020

RE: Proposal Entitled, "The Use of the Oral History Teaching Approach in Social Studies Towards Strengthening National Values and Identity Among Kuwaiti Youth: A Consideration of Kuwait Vision 2035"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that it is EXEMPT from further IRB review. This exemption applies only to the proposal - as written – and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the Federal Policy for the Protection of Human Subjects, 45 CFR §104(d), category: 1, subsection: .

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that research is exempt does not imply that investigators have no ethical responsibilities to subjects in such research; it means only that the regulatory requirements related to IRB review, informed consent, and assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Committee on Research Involving Human Subjects, the University Research Compliance Office, and if the subjects are KSU students, to the Director of the Student Health Center.

Appendix J - Distribution of Teachers According to Sex

Female
35.71%

Male
64.29%
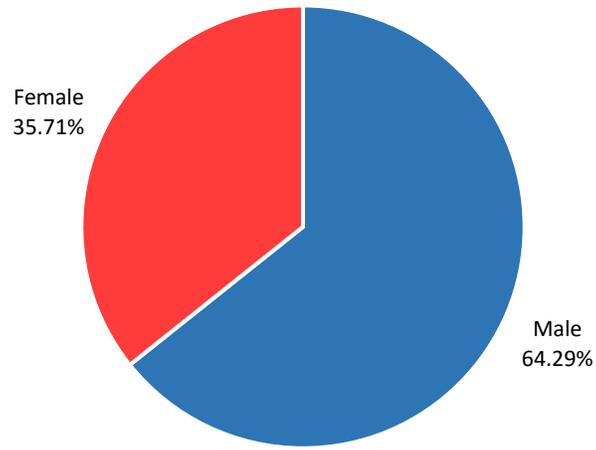
Appendix K - Number of Years Teaching Social Studies

Category	Value
12 years and greater	6 (42.86%)
9 to 12 years	1 (7.14%)
6 to 9 years	4 (28.57%)
3 to 6 years	2 (14.29%)
Less than 3 years	1 (7.14%)
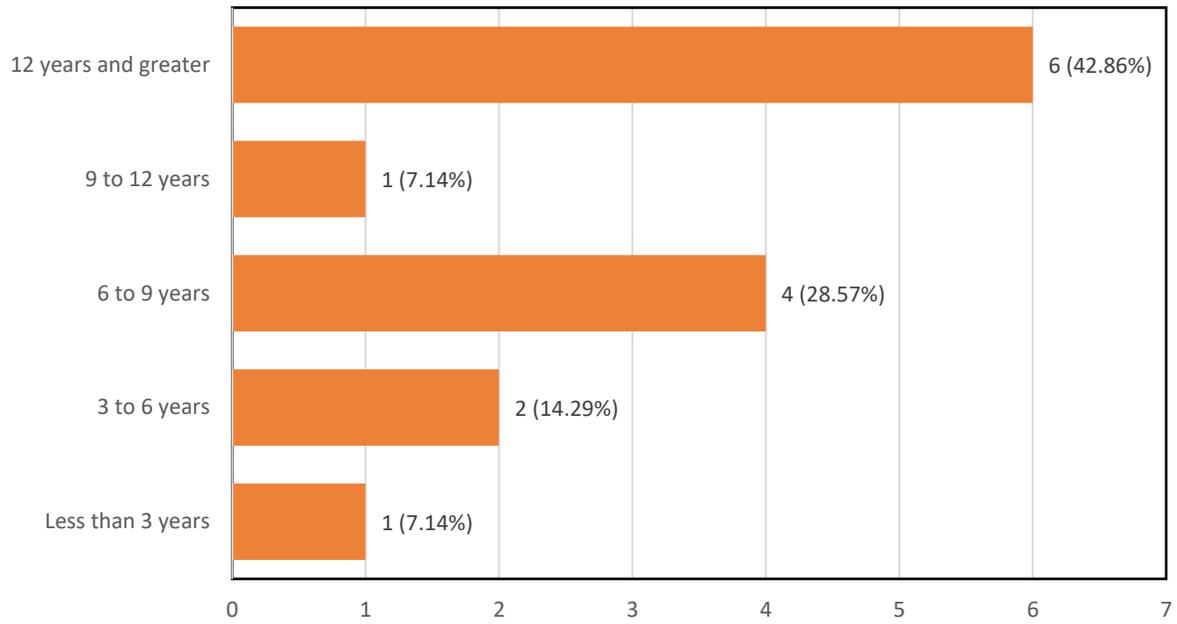
Appendix L - Distribution of Teachers According to their Highest Educational Attainment
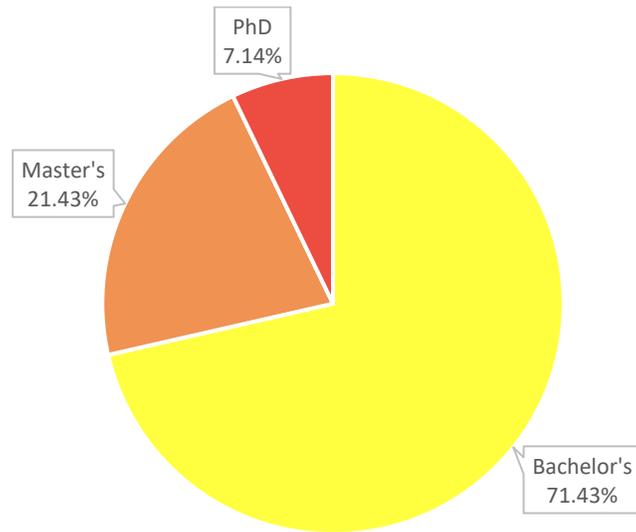
Appendix M - Level of Knowledge with Using Oral History

as a Teaching Method in the Classroom
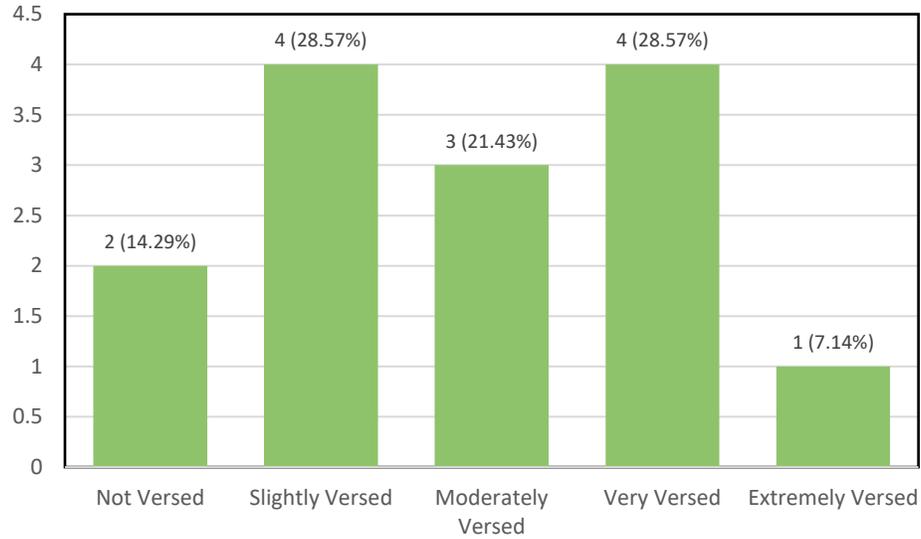
Appendix N - Focus Group Dissection Questions

1. What requirements are necessary to apply an oral history approach in the classroom?

2. What are the resources or means provided by the educational environment (school) to use an oral history approach?

3. How are teachers trained to use the oral history approach in the classroom?

4. How do we enhance the use of an oral history approach in the classroom?

* أثر خصائص الحضارة الإسلامية على دولة الكويت

انعكس أثر خصائص الحضارة الإسلامية على دولة الكويت ، حيث أن الشعب الكويتي نشأ على الحب والتراحم والعدل والتسامح والمساواة ، ومد يد العون سواء للمسلمين أو غير المسلمين ، والعمل على فعل الخير من خلال تأسيس المؤسسات والهيئات والجمعيات الخيرية ، مثل : بيت الزكاة الكويتي ، والهيئة الخيرية الإسلامية العالمية . ويبرز فيها العديد من الشخصيات في مجال العمل الخيري والإنساني معاً وعلى قمة هذه الشخصيات سمو أمير البلاد الشيخ صباح الأحمد الصباح ،والذي لقب في ٩ سبتمبر من عام ٢٠١٤ م من قبل الأمم المتحدة (بقائد العمل الإنساني) ، ويأتي بعده الداعية الدكتور عبدالرحمن السميط (رحمه الله) .

شكل رقم (٢)

الداعية الدكتور عبدالرحمن السميط

حضرة صاحب السمو أمير البلاد الشيخ صباح الأحمد الصباح (قائد العمل الإنساني)

نشاط

١ – عدد أهم المؤسسات الخيرية في دولة الكويت والتي تهتم بالعمل الإنساني .

. . . .

٢ – ما هو العمل الإنساني الذي تود أن تقوم به؟

. . . .

٢٤

Appendix P - Consent Form

Project Title: The Use of the Oral History Teaching Approach in Social Studies Towards Strengthening National Values and Identity Among Kuwaiti Youth: A Consideration of Kuwait Vision 2035.

Researcher: Abdulaziz Al-Shammari, Doctoral Candidate in Curriculum and Instruction at Kansas State University.

Faculty sponsor and Principal Investigator: Dr. Bradley Burenheide, Associate Professor, Secondary Social Studies. Associate Director, Center for Social Studies Education at Kansas State University, Manhattan, Kansas, The United States of America.

Purpose: This qualitative case study aims to explore and understand social studies teachers' perceptions in using an oral history approach as a teaching approach and use of such an approach for improvement of Kuwaiti students' national values and identity.

Introduction: Thank you for your willingness to participate in the interview for a research study conducted by Abdulaziz Al-Shammari for his doctoral dissertation under the supervision of Dr. Bradley Burenheide. Kindly read this form thoroughly before accepting to participate in this study. Please feel free to ask any questions by contacting the researcher Abdulaziz Al-Shammari Aziz4@ksu.edu.

Procedures: Teachers will fill out an online questionnaire through Qualtrics. After that, the teacher will be provided with materials and specific instructions to use in order to examine a non-traditional method of teaching social studies. This method is called the "oral history approach" and is believed to yield better and more effective results than the traditional method. The students will get a chance to learn in a different way and experience a different approach to learning.

Alternative procedures or treatments, if any, that might be advantageous to the subject: The students will get a chance to do more group work in class and indulge in more discussions that would hopefully improve their national identity and values.

Confidentiality: All identifiable data will be confidential, and all data will be de-identified, and results will be aggregated and/or presented anonymously.

Risk: The study has no known risks.
Benefits: The participants will improve their national identity and values.

Contact and Questions:
Please feel free to contact the researcher if you have any questions regarding this research:
Abdulaziz Al-Shammari: Aziz4@ksu.edu and Dr. Bradley Burenheide: bburen@k-state.edu

IRB Chair Contact Information
- Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224;
- Cheryl Doerr, Associate Vice President for Research Compliance, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

Parental approval for minors: A student's parent or guardian's signature is required to participate in the study.
Participant Signature:
Underline your status in this study: Teacher or Parent or Guardian

Appendix Q - Consent Form (Arabic)

عنوان البحث:
استخدام منهج تدريس التاريخ الشفوي في الدراسات الاجتماعية لتعزيز القيم الوطنية والهوية لدى الشباب الكويتي: دعماً لرؤية الكويت 2035.

الباحث الرئيسي: الدكتور برادلي بورينهايد bburen@ksu.edu   الباحث المشارك: عبد العزيز الشمري Aziz4@ksu.edu

الغرض من البحث:
تهدف هذه الدراسة إلى استكشاف وفهم تصورات معلمي الدراسات الاجتماعية في استخدام منهج التاريخ الشفوي كمنهج تعليمي لتحسين القيم والهوية الوطنية للطلاب الكويتيين.

الإجراءات أو الأساليب التي سيتم استخدامها:
سيبدأ الباحث بإرسال رابط الاستبيان عبر الإنترنت لعيّنة من المعلمين من ويعد ذلك يقوم الباحث بتدريب معلم الدراسات الاجتماعية الذي تم اختياره على كيفية استخدام "منهج التاريخ الشفوي".
بعد التدريب، وأثناء تنفيذ الدراسة في الفصل الدراسي: حيث ستكون الجلسة عبر الإنترنت، وسيسمح للباحث الانضمام إلى الفصل الافتراضي كضيف صامت للمراقبة وتدوين الملاحظات. وبعد الجلسة الافتراضية، سيتم وضع الباحث في غرفة افتراضية منفصلة لمقابلة الطلاب بشكل فردي) لا يمكن تسجيل هذه المقابلات، وكذلك اجتماع الفصل الافتراضي (بعد أن يتم كل ما ذكر.
سوف يلتقي الباحث بالمعلمين الذين قاموا بملء الاستبيان في البداية، عبر الإنترنت من خلال برنامج Microsoft Teams ، ويجري مناقشة جماعية مركزة في ضوء إجاباتهم ومدخلات مقابلات الطلاب.

الإجراءات البديلة أو المعالجة، إن وجدت، التي قد تكون مفيدة للموضوع:
سيحصل الطلاب على فرصة للقيام بمزيد من العمل الجماعي في الفصل والانغماس في المزيد من المناقشات التي من شأنها تحسين قيمهم وهويتهم الوطنية.

المخاطر أو الاضطرابات المتوقعة: الدراسة ليس لها مخاطر معروفة.
الفوائد المتوقعة: سيُحسن المشاركون هويتهم وقيمهم الوطنية.
الاتصال والأسئلة: اشكر مشاركتكم وأتمنى اطلاعكم على هذه الورقة لمعرفة حقوقكم كما يطيب لي الإجابة على استفساراتكم في أي وقت بخصوص هذا البحث:
عبدالعزيز الشمري: Aziz4@ksu.edu والدكتور برادلي بورينهايد: bburen@ksu.edu

سرية البيانات: ستكون جميع البيانات التي يمكن تحديدها سرية، وسيتم إزالة هوية جميع البيانات، وسيتم تجميع النتائج و/ أو تقديمها بشكل مجهول.

موافقة الوالدين للقصر: مطلوب توقيع ولي الأمر أو الوصي للمشاركة في الدراسة.

الاتصال برئيس اللجنة: معلومات الاتصال برئيس IRB: بالنسبة للموضوع، يجب أن يكون لديه / لديها أسئلة أو يرغب في مناقشة أي جانب من جوانب البحث مع مسؤول من الجامعة أو IRB. هؤلاء هم: ريك شيدت، رئيس لجنة البحوث التي تشمل الموضوعات البشرية، 203 فيرتشايلد هول، جامعة ولاية كانساس، مانهاتن، كانساس 66506، (785) 532-3224؛ شيريل دوير، نائب الرئيس المساعد لامتثال الأبحاث، Fairchild Hall 203، جامعة ولاية كانساس، مانهاتن، KS 66506، (785) 532-3224.

توقيع المشارك:
ضع خط تحت الكلمة التي تمثلك: معلم أو ولي أمر
التاريخ: