



# THE PROMOTION OF HISTORICAL CONSCIOUSNESS IN EMERGING LEARNING ENVIRONMENT: A STUDY WITH ELEMENTARY SCHOOL STUDENTS

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## 1 Theoretical framework

### Historical Consciousness

(Cerri, 2008; Gago, 2007, 2019; Kölbl e Konrad, 2015; Kölbl e Straub, 2001; Rüsen, 2001, 2010; Seixas, 2004; Shemilt, 2000)

### Digital technologies

- Platform *TED-ed* (Carvalho, 2014)
- Platform *Youtube* (Quintanilha, 2017; Silva, 2016)
- Platform *Padlet* (Matos, 2017; Silva e Lima, 2018)

### HISTORICAL LEARNING

### Historical Thinking

(Barca, 2000; Lee, 2002, 2005; Lévesque, 2008; Revilla, 2019; Seixas e Morton, 2013)

### Active methodologies

- (Moran, 2015)
- *Flipped classroom* (Bergmann, 2016; Valente, 2014)
- *Peer Instruction* (Mazur, 1997)

### Aula-Oficina

(Barca, 2004)

## 2 Starting point

**What is the contribution of digital technologies integrated in active methodologies to the development of historical consciousness in students of the 1st and 2nd cycles of Basic Education?**

## 3 Study participants



- 4th grade elementary school class and its respective teacher
- 6th grade class of the 2nd Cycle of Basic Education and its respective teacher

## 5 Stages of the project

### 1st Stage

- Application of the 1st phase of the data collection tools: questionnaire survey to the students, *Focus Group* with the students and semi-structured interview to the teachers.

### 2nd Stage

- Implementation of educational activities
- Data collection: work produced by students and participant observation.

### 3rd Stage

- Application of the 2nd phase of the data collection tools: *Focus Group* with students and semi-structured interview with teachers

Data analysis

## 4 Data collection and analysis

Qualitative Methodology

Method Case Study

Data Collection	Data Analysis
Survey by questionnaire	Analysis techniques <i>Grounded Theory</i>
<i>Focus group</i> with students	<i>Software NVivo</i>
Semi-structured interview with teachers	Descriptive Statistics
Participant observation	
Works produced by students	

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