This book, “The history of Spain from the learners’ perspective”, joins the experience and youth of 27 scholars in five different fields of study from four countries (Spain, Portugal, Mexico, and the United States of America), representing ten universities (Murcia, Valencia, Seville, Alicante, Zamora, Barcelona, Coruna, Dayton, Evora, and UNAM-Mexico). This book is divided into two parts. The first one is organized in five: Memories and groups in the teaching of the history of Spain, Research design, Context and motivation: two referents to understand the teaching-learning process, Action representatives: Teachers and teaching, and last, The importance of the history of Spain content and its assessment.

The second part, “A Picture of the future based on evidence of the present and a tapestry of the past: a three-year project” goes beyond a simple summary and conclusion of the investigation, it integrates and interprets the content of the chapters. This second part, for a broader dissemination, is presented in Spanish, English, Portuguese, and Polish thanks to the contribution of Isabel Espinoza, Marilia Evangelina Sota Favelinha, Karolina Wiktoria Bielawska, and Veronica Rodriguez Rios.
La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013).
Análisis, interpretación y poder de cambio de los testimonios de profesores y alumnos

Desde la luz
que se enciende en el nudo
de la memoria, ...

(Francisco Basallote: La sombra de Euclides)

Chapter VI.- A Picture of the future based on evidence of the present
and a tapestry of the past: a three-year project

Capítulo VI.- Imaginando el futuro desde las evidencias del presente y
el tejido del pasado: tres años de proyecto

Capítulo VI.- Imaginando o futuro desde as evidências do presente e o
tecido do passado: três anos de projeto

Rozdział VI. Wyobrażając sobie przyszłość na podstawie dowodów
teraźniejszości a także śladów przeszłości: trzy lata projektu

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VI.- A Picture of the future based on evidence of the present and a tapestry of the past: a three-year project

Nicolás Martínez-Valcárcel  
Xosé Manuel Souto-González  
Marília Evangelina Sota Favinha  
Isabel Espínoza  
Verónica Rodríguez Ríos

“… whereas early evolution of the brain was capable of storing past memories, with the arrival of the human prefrontal cortex, the brain became capable of fabricating future memories […] and alone or with others, we can imagine not only our own future but also that of our society”

“The core component of memory is its contents, that is, the presence in the mind of something which is past, an indispensable ingredient for thinking”

Dealing with the last chapter of this book implies a prospective look which involves not only providing a synthesis of what has been done in the past, but also what is currently happening (as analyzed and interpreted in the previous chapters), and what the future may entail. As Jano –Roman god with two faces that could see the past and the future - the two texts chosen appropriately introduce us to both, the research line and this publication. We can find this dual relationship in the content of the texts (closely related to history) due to the incorporation of neuroscientific research findings to our projects and the characteristics that this line of research has, i.e., it looks back to the past –represented by the preservation of evidence in the databases of the CEME - and to the future, with new topics and the inclusion of other researchers, and various perspectives of analysis and interpretation.

Thus, what we are going to present is what “we know today” about the “Construction of school memories regarding the history of Spain learned in high school” based on the

5 Centre of studies about the Educational Records housed at the University of Murcia.
results obtained in a 2009-2011\textsuperscript{6} investigation. In addition, it is necessary to mention that we have had the support of different institutions and research teams resulting in series of publications under the title of “The construction of school memories of the history of Spain in high school” (1993-2013). These publications are organized in two categories. The first one deals with the “dissemination of results”\textsuperscript{7} and the second is linked to “educational records”, which entail the creation of a legacy containing the data and the information gathered\textsuperscript{8}.

Continuity over time for the studies that focused on the learning-teaching of the history of Spain in high school -given its significance\textsuperscript{9} - would have been very difficult without the funding for the four projects\textsuperscript{10}. During this time, seven data collections were assembled (at different times) and more than forty researchers from different fields and centers of study in Spain, Portugal, Mexico, and USA were involved. This research focused on the Regions of Murcia and the provinces of Barcelona, Tarragona, Valencia, Alicante, Almeria, and Seville.

Also, it is important to indicate that this line of research has four main datum sources: the classroom -that private space of difficult access where education dreams become real-learners’ memories, and the recovery of those memories, the objects and evidence of the teaching-learning process of the history of Spain and a fourth which is tied to the need to disseminate the results and their preservation in educational archives\textsuperscript{11}.

\textsuperscript{6} A study that started in the last decade of the twentieth century whose quality is supported by four competitive projects subsidized by the Ministry of Science and Innovation of Spain and the Seneca Foundation, three doctoral dissertations, six degree theses, more than 30 articles and the participation of nearly 40 researchers from different specialties and nationalities.

\textsuperscript{7} This book is a sample of that line of dissemination.

\textsuperscript{8} That legacy is being deposited in The Centre of Studies about the Educational Records of the University of Murcia (CEME), which intends to safeguard, study and disseminate the records and this historical-educational patrimony… In addition to their ethnological and cultural value, the consideration of sources for the knowledge of the ideas, proposals, policies, and the educational practices addressed to the past generations are also attributed to them. … Only what is known is respected, protected, and appreciated.”

\textsuperscript{9} Each year more than 220,000 students graduate from High School and most of them start a degree in medicine, mathematics, primary education teaching, physics, law, economy, etc. Their completion entails the assimilation into the social structure, presumably, in positions of greater responsibility which will lead them to make decisions of varying in nature. The question is: what training has been given about the history of Spain?

\textsuperscript{10} In the four projects mentioned, Nicolás Martínez Valcárcel has been the main researcher: Project «The teaching-learning processes of the recent history of Spain» subsidized by the Seneca Foundation (PI-50/00694/FS/01). Project «Design and development of the curricular projects of the history subject in high School of the Region of Murcia: teachers and students», subsidized by the Seneca Foundation (03003/PHCS/05). Project «How to teach history. The use of textbooks by teachers of high school », subsidized by the Ministry of Education and Culture (MEC) in their call for the Projects of the I+D+i National Plan. (SEJ2006-07485/EDUC). Project «The historical training of young people in the history of Spain and its relevance in the development of citizen competencies: study of the results after completing High School and the university entrance exam» subsidized by the MEC in its call for the I+D+i National Plan. (EDU2010-16286).

La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013). Análisis, interpretación y poder de cambio de los testimonios de profesores y alumnos

This chapter, part of the second book of the collection, addresses part of the results of the fifth database, enriched by some information from the sixth, and seventh databases; and information provided by Merchán & Duarte’s work in Seville. Information that focused on the analysis of students’ memories and recollections in the 2011-2012 academic year was utilized, and in the assessment of history of Spain teachers during the same period.

As specified in the preface, this book follows two protocols to interpret -fundamentally- the data of the research SEJ2006-07485/EDUC (footnote 8). First, the writing research teams in charge of select content and its analysis, had the freedom to develop their assigned chapter in their own way, undoubtedly, this has enriched this publication. The second, based on the data analyses and interpretation by the different teams, consisted of developing a discourse that integrates the most important contributions; bearing in mind, that for further information on the different issues, the reader may want consult the corresponding chapter.

1. Results obtained: a suggested perspective with some relevant contributions

To develop the second part, as indicated previously, we have selected four themes to summarize the achievements for this chapter which are relevant on their own, but they also strengthen the research approach we have developed. The first one, labelled “research design development”, starts by describing the methodological design (which as a training tool permits to understand the different contributions and also it includes some ideas coming from neuroscience); it continues with the discussion of the influence that personal and historical records have; it expands with the elaboration of how students’ voice is a live testimony; and it ends with the indubitable conceptual and practical contribution of assessment which is a dimension in education that is ubiquitously present influencing all of the processes that take place around it.

The second theme focuses on “The teaching of history of Spain and its protagonists: teachers and students”. Undoubtedly, teachers are cognizant of the need to analyze what is happening in education and suggest new ways to motivate and teach according to current constructs. Similarly, it is imperative that they be observant of the classroom reality, activities scope and sequence, and the opinions that the two involved parties develop in that private space (the classrooms). The description and interpretation of the data, as we will see, shed light on the reality of the classroom which in turn lead to the emergence of more questions and concerns for further research.

The third theme discusses the distinctive characteristics of the acquisition of knowledge of this subject and it is labeled, “The purposes of the teaching of history of Spain, its influence in the formation and its construction.” Researching the purposes of teaching History of Spain comprises the study of different programs since 1975 which offers a panoramic view of the perceived achievements by the learners during this period of time. In addition, research on a historical moment revolves around what is conceptually known (in a broad sense, though debatable) as content, including social emotions.

12 In each section the chapters and authors on which the information provided is based will be cited with the purpose of locating the information and its acknowledgment for further information about the content which can be interesting to the reader.
The fourth theme is also related to students’ achieved results, in this case labelled the “Essay on three topics: citizenship, teaching institutions, and students’ memories as living testimony”. The contributions of citizenship are empirically based on the collected data around four assumptions (the right to vote, Salic Law, economic depression, and historical records). Departing from these data, the authors provide an overview about students’ learning achievements following mostly a qualitative approach. Furthermore, through “the educational center” we get a view of the very well-known truth: teaching does not occur in a vacuum and, due to this fact, this living space is present in the students’ memories and is part of all the learning that occurred in it, including its physical space, its size, the classrooms, the relationships, the coexistence, etc. This last theme constitutes a truly living testimony of students. That permanent presence of the learners in the classroom makes them acquire “knowledge at an experts’ level” of all the events that take place in it. We conclude this theme with the conceptualization and exemplification of learners’ testimonies: thus, opening new doors to different possibilities of study and interpretation.

2. Research Design: its significance, educational records, memories, and assessment

Our concern to construct a body of educational records of the classroom is rooted in the moment of a phenomenological or behavioristic turn (Capel, 1973) as well to a shared interest characteristic of different social sciences. Thus, the desire to understand the subjective space of the geographers of perception and behavior (as well as their episodic memories of history) matches that of the sociological and psychological fields’ analyses when studying observed social representations of the reality (Moscovici & Jodelet, 1986) following the antecedents of the British historian G. Collingwood.

This strand of knowledge of the social sciences also appears in the sciences of education, especially, in the context of constructivism. Researchers’ elaborations on Piaget’s investigations led to the explanation that learning obstacles due to the existence of spontaneous conceptions prevented or hindered comprehension of new information. Hence, we can assure that this concern has been examined within a cognitive ontological framework, since we are interested, as has been the interest in the cited cases, in the construction of the personal identity in the school domain. We want to know how school subjects influence, the history of Spain in this case, the development of autonomous critical thinking to make decisions in real life. Since instruction happens in a specific historical period, it is essential to know how learners remember it to be able to project a desirable future.

We can notice that recent investigations in the fields of psychology of learning, cognitivism, and neuroscience are connected to the established approaches of the “turn of the behavior”. In all the cases, the concern is identical: how knowledge about social facts is disseminated to provoke a change in attitude and behavior. An epistemological perspective is transformed into an ontological one in the teaching profession.

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13 All the data come from the project EDU2010-16286, in which the main researcher is Nicolás Martínez Valcárcel.

As we stated previously, the design needed to attain the aimed research goals including all the data requirements, entails basic training and continuous updating of the results as well as for the development of the research team. Therefore, regarding the development of the research framework, we highlight the most relevant contributions of the design (Chapter 4, Martínez, Espinoza, & Hervás, 2015), the contributions of neuroscience (Chapter 1, José Luis Díaz), the works on memory, testimony, and reminiscences (Chapter 5, Portela, Martínez, & García, 2014) and the reflection on the role and the scope of assessment (Chapter 12, Souto, Fita, & Fuster, 2014).

### a. The development of the research design.

As Martínez, Espinoza, & Hervás (2014) point out, this line of research should be considered, (Salkind, 2009), as descriptive non-experimental (it examines human behavior in the social, cultural, and political context in which the event takes place) and historical (because of the recovery of events and evidence from the past). The sample (the students) meets the requirement of having graduated from their high school and having started their university studies. The selection of participants was done by “clusters” (Stake, 2006, p. 102), selecting groups of people (provinces and university degrees) and not individuals. The data obtained during this research project are stored in seven databases; we will only discuss the data of the fifth one because of its direct relation to this publication.

The data collection was conducted by recording interviews as volunteer students were leaving the classroom. A total of 117 participants were interviewed in almost all content areas from the provinces of Tarragona, Alicante, Murcia, Almeria and Seville. It is worth mentioning that the interview protocols have already been transcribed and published (Martínez & Souto, 2014) constituting part of the legacy in the educational archives of CEME (see footnote 4). The interview starts first by placing the learners in the context where the processes of teaching/learning take place (Dimension 1): their educational institution, their classroom, coexisting with their classmates to assess their knowledge and abilities. The data collection was conducted by recording interviews as volunteer students were leaving the classroom. A total of 117 participants were interviewed in almost all content areas from the provinces of Tarragona, Alicante, Murcia, Almeria and Seville. It is worth mentioning that the interview protocols have already been transcribed and published (Martínez & Souto, 2014) constituting part of the legacy in the educational archives of CEME (see footnote 4). The interview starts first by placing the learners in the context where the processes of teaching/learning take place (Dimension 1): their educational institution, their classroom, coexisting with their classmates to assess their knowledge and abilities.
knowledge of the history of Spain. Once learners are mentally transported back to their high school, their classroom, we delve into what they remember about their social studies teacher (Dimension 2), with the purpose of identifying some of the personal and professional characteristics with special emphasis on how the learner perceived the purpose of teachers’ actions. Once the learners are mentally taken back to their educational institution/classroom and their history of Spain teacher, the questions pertain to the teaching processes (Dimension 3), they describe typical lessons, resources, how content is delivered, what connections are made to current events, and the significance of learning this content. Immersed in these memories (time, space, content and their experience), we explore what they remember about the history of Spain starting with declarative knowledge (Dimension 4) about the historical moment and continuing with procedural knowledge (Dimensions 5, 6, 7 y 8) in which they are asked to narrate some historic events and to assess them. Some of issues discussed are “the right to vote”, “the succession to the Spanish throne”, “the Civil War and its impact” and “the Spanish economic depression”. All this information (content, context, processes of teaching and teacher) allow us to discuss, with some certainty, the “Processes of improvement” (Dimension 9) and finally to have an overall assessment – meta-reflection- (Dimension 10) where we evaluate—from the learners’ perspective- what was learned, the purposes of teaching history, and its impact on the development of citizenship. Therefore, we did not only prompt learners to evoke some isolated historic facts, but we immersed students in the moments in which they learned them. They relived particular periods of their personal education, a time which now is over.

b. Educational records, testimony, and learners’ memories in research. In the interviews, we explored three fields of reference: educational records, testimony, and learners’ memories and aligned with the work developed by Díaz (2014) and by Portela, Martínez, & García (2014). In their respective chapters, these authors state the importance of “our past” constituted by all our personal experiences. Since our past is so broad, we only paid attention, at a particular time, to what we remember which is conditioned by the details of the events surrounding those experiences. This becomes our reality constituting our own essence, designation, and reference. They highlight that our blueprint is not only made up of an individual’s relationship with his/her environment, but it assembles the person, the family, the social, and cultural environment. This permanent relationship between the personal memory and the collective memory allows a society to commemorate its past.

Hence, “memories” is a key concept which is an especially rich form of “revisiting the past”, “thinking about those times that” or “remembering when”. In this sense, we considered memories as recollections; living memories, and more generally the memory itself with all the perceptive processes of the past where emotions, feelings, and prejudices came into play. This entails the recovery and reconstruction of what learners experienced in their history lessons in high school and how that “return to the past” is the axis around which this investigation revolves, Both, history teachers and students were no longer in the High School classrooms, but they were at the university. Thus:

- we tried to evoke what learners remembered of a concrete year-long experience; therefore, we dealt with both, long-term memory and episodic-memory;
- the former is the declarative knowledge brought into consciousness to narrate some specific events of a school year; the latter unveils the perceptions and meanings of one event making it conscious and explicit.

In this way, learners’ narrations are not conditioned. On the contrary, the learners told their own story about what was meaningful to them in some of their history lessons of their last year in high school. The recollection was instantiated by a broad and general prompt, in such a way that learners expressed their own meanings. This information was validated by having a significant number of participants’ narrations, each with an individual touch, and by contrasting those seeking patterns to go beyond a case study design.

Diaz (2014), in Chapter 1, ascertains that because of the relationship between semantic memory and episodic memory “it is possible that the learning of a historical event be related to semantic memory; since, the information has, both, facts that are memorized, and relevant personal emotional and cultural ties.” History frequently involves a narrative, imaginative, and emotional process that bonds us to a society and its territory. Diaz (2014) continues by stating that when knowledge has been endorsed as worthwhile by a society, “that socially valued knowledge constitutes a key ingredient for the image and interpretation of a given culture.” In this sense this culture image and interpretation are tightly related to the evaluative processes in teaching and, even though, less formally, indicate that that valued information has been acquired and memorized.

c. Assessment and control: A referent to comprehend what happens in the classrooms. As Souto, Fuster, & Fita (2014) state in chapter 12 of this book, the control of the learning of history of Spain in high school determines all of the learners’ and teachers’ behaviors. Thus, the nature of that control, the results, and perceptions of the involved parties constitute an axis of reflection and knowledge of this work. Here, it is worth mentioning that these students have successfully completed their studies with an average mark of 7.61 in history of Spain in high school and with 6.98 in the same subject in the university entrance exam. Therefore, these students have successfully passed an internal test (taken at high school) and an external high stake test (taken to get into a university).

Based on the results of the exams usually developed by teachers to test in high school classrooms, and the content of their syllabuses, we can infer the strong influence that the university entrance exams have. Martínez, and Martínez & Navarro in their respective theses found out this fact. They point out that the two written exams given at trimester intervals, in addition to the thematically bi-weekly or weekly exams are composed of three essay questions about factual knowledge and comprehension of a particular theme. In each exam, students can select a topic out of two options and normally, a text commentary is added. The exam questions, generally, are implicitly given in advance when teachers make remarks about the relevance of a topic or lack of it throughout the course. Finally, the content tested in the partial exams is eliminated, only revisited in make-up exams. Regarding official exams, such as, PAU, which have been administered for the last thirty years have a clear selective and classificatory

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19 Note that 77.75% of students enrolled in high school, complete these studies successfully and that 89.5% pass the University Entrance Exam. Data obtained from the Ministry of Education and Science.

20 Both Degree Theses directed by Nicolás Martínez Valcárcel. María Elena Martínez Molina “Los usos de la evaluación en la enseñanza-aprendizaje de Historia Contemporánea en COU-BUP y high school LOGSE en la Comunidad Autónoma de Murcia: la perspectiva de los alumnos” and the one by Elisa Navarro Medina entitled “El siglo XIX en los exámenes de Historia de España de high school. Estudio de los cursos 2002-2003 y 2003-2004 en la Comunidad Autónoma de la Región de Murcia”
purpose. They serve to select learners with potential to continue higher education and have in addition to assess schools’ effectiveness, deficiencies in reaching established objectives, and teachers’ performance. Nevertheless, these exams are socially accepted as a tool to sift students who have the seemingly potential to succeed, and have gained the importance of being the sole determiner for students to pursue higher education. Furthermore, these tests developed by members of the university community, without proper consultation with the individuals who delivered the content, have acquired great relevance and degree of intensity in students’ professional lives (Merchán, 2005).

Thus, it was hypothesized that the pressure that the success or failure of passing the University Entrance Exam not only determines students’ explicit memory, i.e., the manner they organize the information presented in the classroom, they adapt this information to the structure of the test that they are going to take (semantic memory), and they remember the information and their learning experiences (episodic memory); but also this exam controls learners’ implicit memory, i.e., the one related to the procedures and behavior. This becomes evident when students are able to verbalize, or not, a historical event; for example, the purposes of history. From their answers we can infer, for example, their concern about the type of questions the exam has, and how they could classify them. Hence, students want to know: how to do their best in the exam, how topics are organized in the PAU, the score, assessment selectivity format and have accesses to examples to better their chances of passing it.

3. Teaching history of Spain and its main characters: teachers and students

As has been indicated previously, this research includes various research approaches (reflecting the authors’ research fields) resulting in a complex and robust framework. This section is organized from a multidisciplinary perspective. Chapter 7 deals with motivation (Bolarín, Méndez-Porto, 2014) chapter 8 is devoted to teaching, (Vera, 2014).
Moreno, & Torres, 2014) and addressed from different but complementary research approaches. The role of the teacher is handled from two perspectives: their opinions about the teaching of the history of Spain, chapter 9 (Sáiz & Muñoz, 2014) and their participation in innovative projects, chapter 3 (Merchán & Duarte, 2014). These four studies provide a framework, starting with the most common research methodology to new efforts to renew the teaching practices of the history of Spain, to the impact of those changes in the classroom, along with the teachers’ and students’ assessments about their actions in the teaching-learning process.

a. Innovation of the teaching of history: Changes conducted by groups of renovation. It is pertinent to start this section by presenting teachers’ improvement efforts to give the teaching of the history of Spain the relevance it deserves. Since the end of the 19th century, as Merchán & Duarte (2014) indicated, Rafael Altamira denounced “the predominant ubiquitous memorization routines in the teaching and learning of history” and proposed alternative procedures to change them into what Mainer described as “pedagogic activism or activism of an intuitive and realistic method. Likewise, in his magnificent pages about the criticism of the textbook and its use (…), he questioned the memorization, the traditional verbalism and the use of cartographic resources and the type of sources that were used” (Mainer, 2009: 132).

All these initial concerns were not recognized until the seventies of the 20th century, when sound proposals and working materials were developed. The most significant ones will be highlighted. The Association of Teachers Rosa Sensat of Catalonia is, without any doubt, the first one to elaborate on the idea of connecting contents to context. They also proposed the diversification of the teaching resources in the classroom including the incorporation of cinema, literature, and music. Towards the end of the seventies and beginning of the eighties, some teams such as: Adara, Germanía 75, Historia 13-16, Grupo de Humanística, Grupo Cronos and Gea-Clio accounted for the relationship between innovation and teaching in their different didactic and editorial projects. The study of History, and thus, the study of the civilizations and the human formation, finds its realization in the classrooms. Thus, classrooms become workshops where learners get a hold of a gamma of selected sources to apply various methods to lean history.

Following Merchán and Duarte’s work (2014), during the 1990s the Department of Education and Science sponsored several projects. They call for proposals to develop teaching materials reflecting the tenets of this reform. Five proposals received grants: Grupo Cronos (Salamanca), Ínsula Barataria (Zaragoza), Aula Sete (Santiago de Compostela), Bitácora (Barcelona) and Clara Barreiro Barreiro’s. Furthermore, this reform on the teaching of the history of Spain prompted the formation of other associations, including Pagadi (Navarra), Espacio y Sociedad (Navarra), Investigación y Renovación Escolar (Seville-Huelva), Plataforma Asturiana de Educación crítica (Asturias), Kairós, Gea-Clío27 (Valencia), Rosa Sensat28 and councils of teachers were

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27 The production of this association can be consulted in: [http://geacliowordpress.com](http://geacliowordpress.com)

28 Nowadays, Rosa Sensat is the leader of the teaching of social sciences associations GRICCSO -Grup de recerca i investigació en el currículum de ciències socials- founded in the academic year 2000-2001 in collaboration with some of the teachers of social sciences of the UAB (University of Barcelona). This group especially deals with primary and secondary education. Previously, a Second Stage Grup de Ciències Socials de Rosa Sensat existed –another one existed but short-lived than the First Stage that also published a program of Social Sciences for primary education- which, among other works published Les
founded to introduce innovations in their classes. All these associations, from different innovative perspectives, brought into the classroom ways of teaching history following the construct proposed by Altamira.

Out of the previously mentioned associations, Gea-Clió and Rosa Sensat are the ones currently active, especially because of their interdisciplinary, research, and experimentation, which are closely connected to the work of small associations of teachers who are involved in educational innovation. They study, from a local perspective, social and environmental issues such as demographic, urban, and industrial problems. The connection and communication established between teachers (some as advisors of teachers’ organizations) and these associations allow to generalize high school experiences and to disseminate them as a way of making history.

As reflection, Merchán & Olga’s work (2014) indicated that teachers were interested in renewing the teaching practices; however, with very few exceptions, this wave of innovation made no significant impact on teachers’ and students’ daily routines in their history lessons. Certainly, it would be mistaken to state that history lessons are taught today as they were critically described by Altamira; nevertheless, it can be unequivocally concluded that the arguments, projects, and initiatives have not produced the changes that with so much hope and effort were envisioned.

b. Teaching and motivation: Two enriching perspectives. Although, it is rather complicated to discuss about one without considering the other -for their tight interconnection- we will approach them from the following perspectives: the first one focuses on student-content relation and students’ appreciation of the value this subject, and the second one focuses on the characteristics of activity sequence in the teaching of history and teachers’ appreciation.

Motivation in teaching. Bolarín, Méndez, & Porto’s (2014) work, deems motivation not as punctual, but as permanent linking all of the processes of teaching-learning to the broad students’ experiences in the classroom. Hence, they emphasize that “from this perspective, motivation is not only linked to aspects related to the curriculum; but it goes as far as to include all aspects of the learning environment, i.e., the whole enveloping dimension of the classroom.” More specifically, two clear referents are mentioned in this process: the teacher (as creator of learning environments) and the curriculum (content, methodology, and assessment). Additionally, they focused their analysis and interpretation on three of the questions posed to the participants: ¿Do you like history lessons? What are the best aspects of the history lessons: what has been useful to you? and What are the worst aspects of the history lessons: what has not been useful to you?

In table 1, results indicate that Teacher, History, Methodology, Contents, Assessment (in this order), are the dimensions that make studying history an interesting and/or motivating experience from the students’ perspective. Note “the teacher” dimension has the greater impact in terms of motivation.

Ciències Socials a la segona etapa d’eGB, 1981. Barcelona. Rosa Sensat/Edicions 62. This work was in the Social Sciences Teaching courses of the Catalan Summer Schools -Escoles d’Estiu-. This author also published curricular materials of different types and a proposal for the teaching of Citizenship Education. This group disappeared in the 1990s.

Referencia: EDU2010-16286. I.P. Nicolás Martínez Valcárcel, Universidad de Murcia.
Reflecting on the positive aspects of studying history, participants’ perceptions presented a different order of the impact of the dimensions giving greater power to Teacher, with significant less strength to Methodology and much less to Content and the subject itself (history), and minimal influence to Assessment. Finally, when expressing what factors affected negatively their study of history, participants, gauge them in the following order: Teacher (again), Content, Methodology, Assessment, and the subject itself (history).

Table 1: Categorization the answers of the sample.

<table>
<thead>
<tr>
<th>Questions: History lessons</th>
<th>No. of responses (sample 177 participants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher role</td>
<td>29</td>
</tr>
<tr>
<td>Subject: History</td>
<td>64</td>
</tr>
<tr>
<td>Content</td>
<td>38</td>
</tr>
<tr>
<td>Methodology</td>
<td>31</td>
</tr>
<tr>
<td>Assessment</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions: History lessons</th>
<th>No. of responses (sample 177 participants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Do you like them?</td>
<td>106</td>
</tr>
<tr>
<td>Positive side</td>
<td>69</td>
</tr>
<tr>
<td>Content</td>
<td>23</td>
</tr>
<tr>
<td>Methodology</td>
<td>24</td>
</tr>
<tr>
<td>Assessment</td>
<td>47</td>
</tr>
<tr>
<td>Negative side</td>
<td>46</td>
</tr>
<tr>
<td>Teacher role</td>
<td>12</td>
</tr>
<tr>
<td>Subject: History</td>
<td>33</td>
</tr>
<tr>
<td>Content</td>
<td>30</td>
</tr>
<tr>
<td>Methodology</td>
<td>16</td>
</tr>
<tr>
<td>Assessment</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: Bolarín, Méndez, & Porto.

Bolarín, Méndez, & Porto concluded that learners favor teachers who create situations that promote a learning atmosphere which motivation toward learning history. Students prefer teachers who plan, organize, and develop tasks (greatly different from the ones found in traditional methodologies) where students have an active role. They also lean towards teachers who present a dynamic atmosphere through cooperative activities where reflection and criticism in a climate of trust contribute to promote interest, captivate their attention, and increase their like of history. Consequently, teachers’ academic quality is enhanced. As it can be observed, these conclusions very much concur with the ideas found in innovation groups’ proposals.

**Common practices in history of Spain lessons.** This section could have started with a question: What is a typical history of Spain lesson like? Nevertheless, we consider to be pertinent to discuss first, the work that conducted by the innovation teams and the work done by the motivation teams. Hence, we first describe a common sequence in which a lesson is presented. This allow us to have an idea about how students may remember that experience. The results discussed in this section are based on the evidence stored in the fifth database 2011-2012. The question posed to the students was, “What is a usual lesson of history of Spain like?”

Following Vera, Moreno, & Torres’ work (2014), we understand that the formative, didactic, and educational sequence is a formative process constituted by a series of actions, tasks, and activities conducive to learning (Giné, Parcerisa, & Coord, 2003). This sequence should have three steps: introduction, development, and conclusion. It is

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29 **Teachers:** Comments depicting characteristics of teachers who have taught History to the sample of participants and the atmosphere they created in the classroom.

30 **History:** Comments making reference to subject in general terms without making emphasis on any other dimension of the process (methodology, teachers, students, content, etc.).

31 **Content:** Comments alluding to the particular curricular content within the subject (historical periods, important events, historical figures, etc.), their usefulness.

32 **Methodology:** descriptions and comments about how history was taught. Within this category, references to the tasks or activities which organized the teaching-learning process as well as the means and sources used.

33 **Assessment:** direct allusions to the assessment procedures and instruments as well as the ones making reference to the results of the assessment process.
relevant to state first, that results indicate that the most frequent activities were teachers’ lecture (70%), teachers’ note reading (18%), dictation and/or copying from textbook or notes (7%) and interaction between teacher and students (5%)\(^{34}\). Evidently, these results are far from the suggestions given by the innovative teams.

The purpose of describing history of Spain lessons, as they actually happen, is twofold, first we want to know what the common practices are to enrich our educational archive with descriptions of these teaching sequences and second, we want to make it possible to conduct comparisons across time to verify whether changes are happening.

The most common activity (70%) is teachers’ lectures (a 17% increase compared to the 1993-2003, accounting from a significant decrease in dictation and/copying). Lectures are at times diversified with quoting primary or secondary sources, clarification of doubts, concluding statements, greetings, multimedia use (mostly computers), diagramming, and paraphrasing scientific concepts in lay terms. The following descriptions show this sequence:

548. The teacher came in, normally wrote an outline of what we were going to learn and we took notes based on that outlines. And from time to time, we consulted the textbook.

569. The teacher came in, asked where we were last day and took out the corresponding notes and began to explain the lesson. And after that, doubts and all that stuff.

575. We came in, the teacher recorded attendance and started to explain. Five minutes or so before the end of the class, she summarized the lesson and gave a short conclusion about the content we studied.

100. Well, the teacher greeted us and talked about how her week was going and then she opened the textbook, explained the topic and sometimes played a video.

213. We came in, she turned on her computer, and distributed her very well written notes and she started to paraphrase in lay language what was written for us to understand it better. She gave examples and asked comprehension questions. For example after explaining a section, she asked if we had understood it.

218. When she entered the classroom, she had to tell us a lot of times to be quiet, and then we talked about any piece of news or if any important piece of news had appeared in the media or she started with the unit. Well, sometimes she reminded us what we had learnt the previous day or she started directly with the unit.

222. Well, normally we arrived, sat down and always started correcting the text commentaries: first, we did it aloud and then we hand them in for her to correct them; we clarified our doubts and that stuff –she was not very good at this- and then she started to lecture. Depending on the unit, she made outlines or she directly wrote it or she passed some notes written by her. Then, in those notes there were activities, outlines and then we commented them little by little…

225. See, the teacher came in, adapted his little microphone because the teacher had a very…voice and he greeted us saying good morning to everyone, very kindly, and when we took the material out, the teacher started to explain where we stopped the previous day. He explained the content and then, provided comparisons in the remaining time. He asked us to go to web sites and look at some pictures.

306. The teacher arrived, wrote an outline on the blackboard about what was going to be explained, started to explain in a way that made for us to understand and memorized it easily.

\(^{34}\) It is interesting to remember the data of the period 1993-2003. The results obtained were the following: 57% explaining, 22% dictating/copying, 16% reading and 5% discussion. As can be observed, bearing in mind all the possible reservations, debates are in the same level, the activity of reading has slightly increased and an important decrease can be observed in “dictating” to the benefit of “explaining”.

After that, with notes, the teacher rarely used the textbook, but when studying the textbook we realized that it was just what he had said, but what he had said was much simpler.

Well, the teacher explained the lesson using a PowerPoint presentation, the outline was displayed in PowerPoint. The teacher explained the points, and I don’t know, and if we asked in class the teacher always answered, the teacher allowed us some freedom, and perhaps during the last minutes of the lesson we commented what had been explained and what we were interested in.

Reading aloud is a teaching strategy—may significantly be improved—was found in 18% of the cases and has remained at that percentage in the 20 years of our investigations. There are slight variations in the teachers’ performance in the classroom, even in special classes, but the tasks are very similar... reading and at times some explanation. The following descriptions are a sample of history lessons:

The teacher came in and recorded attendance. Our participation in the class was only to read, because he did not demanded comments, only in the exams, and, if they were requested, we might hand them in at the beginning of March and the teacher returned them corrected at the end of the term and thus, we had no chance to correct the text in class or anything. That is to say, the lessons were based on his notes and not much more.

Well, the teacher would come in and we would sit down. He sat down in his chair and with the notes he had and the textbook, he read aloud and rarely did we participate; and in between paragraphs he would tell a story.

The teacher came in, sat down, took his notes out, stood up and started walking around the classroom holding his notes and reading. And we also had the notes and we followed them.

The teacher, as it was a history classroom, he was already in the classroom and we came in, we sat down and when we were all in, he registered attendance and the class started. It was in this way, we read the text and he explained a point before continuing the next one, and then he started. We were the ones who read.

Dictation-copying is, for sure, the least representative image of what the teaching of history of Spain should be doing, fortunately is in decline (from 22% in the research of 1993-2003 to 7% currently). We want to highlight (with all the pertinent reservations) that despite being a very small number, if it is considered that there are approximately 220,000 students per year in history classrooms, 7%, slightly more than 15,000 students have this practice in their academic training. The resistance to change customary routines is obvious even when using power point presentations; showing, once again, that the introduction of ICTs does not necessarily involve any substantial methodological change. The following testimonies represent these classrooms:

She came in and started talking, started talking about the unit that should be covered that day. And you had to take notes and if you didn’t, she told you to leave a blank space; she said that she would not repeat anything and that you should look for it in the textbook.

The teacher came in, left his textbook, switched on his laptop, inserted the USB memory device, turned on the projector (because the teacher used power point presentations several times) and with the power point presentation and the textbook, then we underlined the main ideas of the textbook and copied the information of the power point presentation.

He came in, sat down with his notes handy, because the textbook was hardly ever used, he held his notes and explained the lesson and we took notes.

Discussion happens only 5% of the time in the current investigation as it was in the previous one. It implies another way of teaching. At times, some discussions are not
directly related to the history lesson. It is a hope for the future since, at least, it is present over time. Some instances are the following ones:

527. He came in to the classroom, sat down and opened the textbook and he allowed us for example to read the first unit and to make an outline. Then, perhaps a classmate came up to the blackboard and presented what he had understood. Then, perhaps, if he made a mistake or we did not understand something, we asked him and little by little we helped him to create sort of the unit of the class. After that, with what we had said, he continued or modified or changed things, the most important points.

102. Yes, the teacher came in, and as he was also our homeroom teacher, we discussed with him issues about the other teachers, conflicts with other teachers and all that stuff, and after ten minutes discussing about those trivialities, we went into the classroom and he taught the contents using power point presentations always including debates and discussions.

123. She brought the textbooks and reminded us the last point she explained in the previous lesson and from that point, she started to explain. And also she posed questions about what we thought or what we would feel or how we would have acted and, above all, she made us take into account that history should be learnt to avoid making the same mistakes.

This is then a portrait, with all needed reservations, of the teaching practices in the history of Spain classrooms. Next, we will discuss students’ opinions of their history of Spain teachers because, without doubt, it constitutes valuable information for reflection.

c. Teachers. As aforementioned, we decided to discuss about the teachers at the end of this section. First, we showed the innovation groups’ proposals and findings of motivation studies to focus finally on classroom descriptions (from the point of view of the students’ experiences). With this information in mind, we now analyze students’ statements about their teachers in those learning environments.

Students’ views of their teachers. Following Vera, Moreno, & Torres (2014), a first description of the characteristics of teachers is as follows. (1) There is a greater percentage of male teachers (54%) than female teachers (46%), which is not the case in lower educational levels where female teachers are the majority. (2) According to Huberman’s proposal (1990) 64% are mature accomplished teachers, 15% are about to retire, and only 21% are at the beginning stages of their professional careers. It is obvious that this has positive and negative effects. (3) Teachers’ ideology was categorized by students in three groups, in 46% of the cases, their ideological beliefs were not explicit because teachers did not disclosed them or they were not infused in their lessons; 37% was left-wing, and 17% right-wing. Note that in very few cases, teachers tried openly to show their ideology and influence their students’ views.

Continuing our discussion on the impact that teachers and their practices, it is relevant to elaborate on the responses to two questions: 1) Was he/she a good teacher? and 2) Was she interested in teaching?

Participants very clearly and categorically indicated that “teachers and their teaching influenced them very positively in 86% of the cases”, only 8% or 6% evaluated them negatively. These results when matched to teaching practices open a very valuable insight for reflection. A teacher can be rarely evaluated as good and concerned if learners do not truly endorse, to a large extent, the quality of the classroom practices.
La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013).
Análisis, interpretación y poder de cambio de los testimonios de profesores y alumnos.

Graph 1. Good teacher.
Source: Vera, Moreno and Torres.

Graph 2. The teacher is interested in teaching.
Source: Vera, Moreno and Torres.

Continuing with our analysis, we can see that most of the students gauged teachers' effectiveness based on the clarity of their explanations as evidenced in learners’ descriptions of the previously discussed sequence of activities. Students stated that explanations were not only the most common practice, but also the most valuable. They categorically said:

218. Yes, because the teacher knew how to explain the lesson and he knew how to prompt us to make our own decisions, especially in all that stuff related to politics and tried not to influence us, while other teachers did so.

302. Yes, because I liked how he explained the lesson, he was neutral, he told a lot of anecdotes and in this manner the information stayed in your head more easily.

412. Yes, although I did poorly in the subject, I have to admit that the teacher explained very well, and he did it forty thousand times if necessary, he shared his notes…

319. No, because I thought many times that the teacher would explain something on one way, or would do this activity, but I did not expect the teacher to direct us to such a page or such an activity.

Also, when students described events to support teachers’ commitment and effectiveness they mentioned activities performed in class such as outlining, summarizing, providing extra information, motivating students, being on schedule, completing exercises, reviewing, and elaborating on core concepts.

103. Yes, the teacher showed interest by providing quite good summaries, asking us to make outlines where we could relate to important information about economy, society, even literature.

403. Yes, he made us stay on task, and do activities, asking sometimes if there was anything we did not understand, going over the content of previous lessons before starting the new one.

414. Yes, because the teacher always asked us if we had understood what he had just explained, and he explained more as needed.

Another section, learners reported that teachers believed in the profession, and on what they were doing was the best practices for them to learn:

516. Yes, he manifested his interest in our learning by telling us to ask anything whenever we wanted, whenever we had doubts, for example typically when we asked him: hey, and what
On the other hand, similar reasoning was given when they asserted that the teacher did not teach anything, or showed little concern about the class, even when they thought he was a good teacher, but he was not interested in teaching or when he was disorganized:

105. I don’t think so, I observed that he presented little commitment. I think he limited himself to teach and that was all.

577. No. I mean, he was a good teacher because he explained well and he apparently liked his work, but he was not interested in teaching, he did not care whether we got good grades or failed. He designed his exams as he wished, he lived his career with enthusiasm but he did not care about the results.

545. Well, concerned with teaching… yes, he lectured and all that stuff. The only thing is that he was a little bit indifferent in the sense that he explained something, but when doing projects, organizing the work … he was not very well organized. He limited himself to teaching.

**Teachers’ opinions.** In order to validate the findings of this research, it was necessary to interview a number of teachers to discuss some of the students’ views. This sample is relatively small -10 teachers-. These interviews had the purpose to get some understanding of their beliefs and, without any doubt, may be a field of research that we should continue exploring. The question posed in the interview was the following: *What do you think of students’ general assessment about their history teachers would be?* Some students’ commentaries were shared with them later on.

It is necessary to note that Sáiz & Muñoz (2014) presented their findings with the purpose of raising awareness about the need for further investigation on this issue. Logically, from any perspective, and at any teaching level, researchers’ inquiry about it creates certain distrust on teachers mainly because of the existing relationship between them and this selective group of students. We are also aware that the stakes of the University Entrance Exams plays a definite role on their perceptions. Their answers, cautiously verbalized, started by defining it and delineating the characteristics of this subject emphasizing its complexity contrary to a common notion of being an easy subject. Then, they talked about their experience, lack of training, because for some of them, history was not their area of expertise and their inexperience because they were still very young. When they were asked about students’ perceptions of teachers, they talked about two timeframes, when learners were still their students and when students had already graduated from high school. They were more cautious to express their views about the time when they were still in their classrooms. They claimed that students valued them (not as strongly worded as students did) because of their organization and positive rapport with students. Specifically, they said:

35 Because of the sources at researchers’ disposal, two interviews and two discussion groups were organized.
La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013).
Análisis, interpretación y poder de cambio de los testimonios de profesores y alumnos

P1. Because when youngsters are still their students, they (teachers) are perceived in a way which is different from the perception once they graduate. While they are students, they are bonded with each other, especially in high school, by regular stress and by sharing the experience of learning a specific subject. Since it is a required subject, whether students like it or not, they have to take it and pass it. Some of them are not going to continue their studies at the university level and they do not need to take the University Entrance Exam. Therefore, there is a wide range of views while they are taking the course: from a traditional view of a deadly boring subject, to a subject of heavy content, to a traditional history class, to the one where students change their views and end up excited and even interested. You have a cordial relationship with the ones you meet later and, in my case, they remember the content, the debates, and the issues that we discussed in class.

P2. My relationship with them was complicated and I was very young… Also considering that I feared that my subject was considered too simple…. As a teacher, I do not think that my students, those students in particular, remember my lessons in particular. … and as I lectured, I realized that I did not teach as I would have liked. But I was actually…. when I started to teach that subject I was scared. They had the same perception about my lack of training as I had about myself. As I told, it was my first year as teacher.

P4- I see it as crucial, because I think, for example, that students have good memories about me because of my way of treating them... Then, the way one teaches becomes the way they remember the teacher. If you are more or less amiable... A lot of factors intervene, not only knowledge of history, but a lot of factors such as the way you teach, that is methodology. Depending on that, the student will have more or less positive memories, or the empathy you have with your students. Then, it is what she says, if I think on a personal level, I think that they have a good opinion about me. When I run into them and they are already at the university they greet me effusively. And to tell you the truth my ego grows.

P3- Regarding that, I’ve had a similar experience with students of history I’ve had, and I don’t consider myself a specialist in history, because my degree was history of art. And I have been acquiring knowledge about history on the go, and I know less than the teachers who have a degree in history. And, however, I think that I was able touch more students because of my relationship with them, although I have less knowledge about history than the other teachers. And in fact, in the long run, students of history have acknowledged this fact, they have thanked me and I have a very good relationship with them later in their lives, when they go to a university.

P5- Yes, I also agree with that, from the experience I have with all my students, I’m not going to generalize. After teaching them, they always, always acknowledge some kind of help, some preparation in certain issues, even in their own private issues. And that is something that has always enormously satisfied me. But anyway, I’m saying that it happens almost always later. Now the relationship with them in class, what has been said is crucial… about having a more or less positive relationship, the emotional part is fundamental. Because this subject is especially dry, therefore, you need to link it in some way to some meaningful issues in which they could see themselves involved, redirecting some issues, applying to other things, perhaps technology in the lessons, the visual always catch their attention.

Undoubtedly, this section and the views presented enrich the field of research, open new challenges for further research, such as finding out ways to change the subject, values and realities in the classroom. It is especially meaningful that students remember teachers, later on, not for the content of the subject, but for their personal characteristics.

4. Importance of awareness of what knowledge has been acquired: history and its purposes

In this section, the discussion was about what historical knowledge about Spain has been acquired, taking into consideration two features that characterize this subject, i.e., its purposes and its influence in the formation and construction of history. The work
about the purposes presented in Chapter 2 by Souto, Martínez, & Parra (2014) is an in-depth discussion of the achievements in the teaching of history at the school level, including the review and development of the history of Spain curriculum and the purposes which have been considered typically on this subject by the legislative authorities. Additionally, the purposes are also presented in Chapter 10 by Pagès, Martínez, & Cachari (2014) based on a complex and causal framework of intertwined and relating facts which allows to learn and interpret the content and the educational value of this subject. All teaching activities, materials, and approaches have as an ultimate goal, the acquisition of some body of knowledge, including the assessment of achievement objectively. In this section, two dimensions of the teaching/learning process are addressed, What do students know? What is the depth of such knowledge?

a. History: Construction and meaning. Unquestionably, available evidence allows us to know the context in which an event occurred which necessary is though not sufficient to interpret the reality considered in this research project. Pagès, Martínez, & and Cachari’s (2014) work investigated this area under the following tenets:

- history “aims to recreate a particular time and develop historical consciousness in order to educate free people who have the ability to locate themselves in their present and decide their future”,
- the curriculum of history of Spain allows us to educate individuals in such a way, 
- neuroscience’s understanding of social emotions, and 
- history is an “emotionally competent object” (explained in the mentioned chapter).

Accordingly, they describe and interpret the contents learnt by the students in a three tier progressive complex account which is simultaneously a referent to study these themes. Since it is really difficult to give an opinion about what is not known or remembered about the history of Spain taught in High School.

First tier: periods and events remembered. The progression, we followed, starts with an analysis of probes about “the facts that the interviewees use to construct their thoughts” and then we continued with examining the extent that those facts are part of a whole or are simply isolated memories without any context. Undoubtedly, historical events cannot be constructed without a referent to some content (this does not totally justify its presence). To do this, the collected data were described as accurately as possible from a general perspective. Later, those answers were linked to the curriculum of history through various referents of time and people.

Therefore; in this first tier, we can say, students summarized the most important periods in the history of Spain in an average of 6-7 concrete events. It can be stated that in this first general level, the question posed in which students had to outline the most important periods of the History of Spain was answered remembering an average of 6-7 specific facts. Answers ranged from “0” to “24” events. Some samples follow:

208. No. I studied it at that moment to pass the exam, but it is not the type of things that I remember. I just memorized them.

36 Answers to the question: Could you make a concept map or summarize the historical periods studied in the history of Spain class in 2nd year of high school?
La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013).
Análisis, interpretación y poder de cambio de los testimonios de profesores y alumnos

583. I did not study history to pass the university entrance exam and… Well, we covered Primo de Rivera, World War I and II, and I don’t know, what normally it is studied, contemporary history.

407. We started in 1800, from the French Revolution to the present, two centuries. ¿Do you remember any period? Yes, the period of Maria Cristina, then Alfonso XIII, Primo de Rivera’s dictatorship, and Franco.

530. We covered Romanization, then Al-Andalus, the Christian kingdoms, the catholic Monarchs, Philip IV, Philip V, no, I mean, Carlos I, Philip II, Charles III, and then, we learned about Cádiz Cortes and the Constitution of 1812, then Isabella II, Ferdinand VII, then the issue about the railway and expropriation, the republic, Amadeo and all that stuff, then we studies the return of absolutism, and finally we discussed the whole century.

The importance of the curriculum of the history of Spain allows us to identify presences and absences, as well as, the range and meaning of the data presented here. Thus, students most frequently recalled events, learned during their second year in high school, about the 19th Century such as the “Creation, and the crisis of the Liberal State”. Also, the next most remembered events were about the 20th Century; with a similar number of recalls about the dictatorship and Spain today (which is barely studied due to time constraints). The students’ recalls about the end of the 15th Century to the French invasion in the 19th Century were focused on the Catholic Monarchs and the first Bourbons while recalls their recalls about America were practically nonexistent. There were considerable number of recalls regarding the middles ages and Romanization. It is interesting to highlight the characteristics assigned by students to some of the concepts of the descriptions of historical periods. First, we did not find complete accuracy regarding the dates and the few dates that were mentioned were related to the Constitutions of 1812 and 1978, and to the Cuban Crisis of 1898. Furthermore, it is interesting to point out the imprecision of dating becomes more specific when their recalls got closer to the present day. Thus, students utilized vague terms for times periods in place of the most appropriate terminology, such as, “Hominization”, “Prehistory” (simply mentioned), “original native people of Spain” (as Iberians, Romans, or Visigoths), the Era (especially referred to the Middle Ages, the Modern or Contemporary Era), the centuries (especially the 19th and 20th Centuries, with scarce reference to the 16th, 17th and 18th Centuries), and finally the monarchs or rulers belonging to historical periods close to the present.

Students described the historical figures of Spain not as model to imitate but as a means to refer to the characteristics of a time period. Students’ responses could be grouped into three categories in accordance of frequency of reference, (1) Franco, Primo de Rivera, The Catholic Monarchs, Isabella II and Ferdinand VII obtained 20 or more references each. (2) Charles III and the Spanish Empire were mentioned 10-20 times, (3) other figures were referred 10 or fewer times. These data should be a starting point for an in depth analysis of the historical knowledge students acquired.

37 Royal Decree 1467/2007. High school curriculum and basic objectives. History of Spain. Ibid. Compulsory compliance for all high school teachers. However, it is interpreted according to the guidelines given by the university entrance exam committee. In fact, for the university entrance exam in the community Valencia, students are only tested on the 19th and 20th centuries while in Murcia, they are tested on all of the historical periods.

38 To come to a better understanding of the frequency of the Catholic Monarchs or Charles III, the footnote 31 should be taken into consideration. They are disregarded almost in half of the national territory as content to be taught because they are not included in the 19th or in 20th Century.
Periods of the referenced data: order or misunderstanding. Analyzing the categories in the previous paragraph allow us to ascertain the accuracy and completeness of students’ knowledge about historical periods of Spain. Thirteen percent of answers do not present reliable and well sequenced evidence, 20% fragmented sequences\(^{39}\), 42% complete sequences covering extremely long periods of time\(^{40}\), and 25% provided complete and accurate sequences of events. That is, 67%\(^{41}\), two out of three students’ answers had a somehow acceptable contextualization of the facts and events of historical periods and only 33%, one out of three students, did not gave an accurate account of the defining characteristics of historical periods.

Second level of historical awareness. What students make of their acquired historical knowledge: academia and personal life. Chronology and periodization give referents and purpose to an explicative framework of meaningful facts that students state through their views about what happened in the classroom on daily basis. This section will describe their understanding of the content and then we will make connections to of the curriculum the history of Spain. Results present a generalized view of the subject as a means to acquire culture and the value it has. The superficiality of these two type of answers seem to indicate that their view of learning history is no more or less as learning any other subject. When students justify their learning and make references to current and future real life, it is when we could say that they understand the importance this subject has. Their answers yield that 22% of these high school students learned nothing or very little history\(^{42}\), almost a fourth of the whole sample; 27%, i.e., less than

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\(^{39}\) No. As I did not take the exam or anything I cannot remember; 125. I cannot remember anything, I normally forget about everything and start anew. Well, something about the Liberal Biennium, well, in fact, I think it is part of the content of the fourth year of the Secondary Education. I cannot remember anything, I promise. Perhaps something about Philosophy but History....

\(^{40}\) Well, from the reign created by Isabel to the French Revolution and I don’t know the where we finished; I cannot remember it right now. I know that the teacher started with Isabel. 114. The last unit was the Francoism, the Republic and that stuff. The first unit was about... I cannot remember, the 17th and 18th Century more or less. Joanna the Mad and all that stuff. I cannot remember the second term.

\(^{41}\) We started with a block zero, explaining the previous reigns, the Catholic Monarchs, the Habsburg, and then we started with unit 1, the unit about the French Revolution, The Cádiz Cortes, and then we started unit 2 about the Regency of Maria Christina. Isabella II and Ferdinand VII, unit 3 was about the expropriations, and then unit 4, the democratic six-year period, and we can say that all that was a block. Then from the democratic six-year period, the Restoration and after that Primo de Rivera, and that was the block of the 19th Century. Then, from that point, the Cuban War, the Civil War, the democratic governments, Franco regime, the Second Republic. Do you want me to put the contents in order? Yes, if you can, please. Well, we started with the prehistoric man, Romanization, Visigoths, and the Catholic Monarchs. Well, before that, Al-Andalus. Catholic Monarchs, the Habsburg, and the Bourbons and after that... I cannot remember correctly. I mean, after that I remember until the arrival of the Republic. Well, before that comes... how it was called? I cannot remember its name... well, it was included in the... how annoying! The revolution which took place in Cádiz in the year 1868, I think it was, I cannot remember how it was ... three participants took part in it but I cannot remember the names. After that, a King came and after that, the Republic came successively. Then, more or less stability was achieved by that time. After that, the second Republic and Franco until Adolfo Suárez and we studied until that point more or less.

\(^{42}\) The truth is that I learnt nothing. 108. I know something about what happened but the truth is that not much. 535. a lot of things remain in your head, that’s true, but you forget about them later as the majority of people. A few facts and that’s all. A little bit of general culture. 595. Well, I’m more educated ¿But learning? I’m not sure….I’m not sure.
a third of the students, of the answers demonstrated knowledge of characteristic values of history. Slightly over half, 51%, clearly referred to history as past, present, and future and even referred to characteristic values of history as a discipline, to the connection to their environment, to other cultures, and to citizenship.

Third level of historical awareness. Beyond academia: social emotions as source of meaning and a body of knowledge connected to history. The teaching and learning process of history of Spain goes beyond the purely academic world; it impacts students’ personal life, emotions, and feelings. Currently, this topic is being studied by neuroscience suggesting a full review of important tenets of education. Using some of the finding of such research we are attempting to shed light to issues that otherwise would not be taken into consideration when studying the history of Spain. The data collected for this part of this investigation come from questions related to social emotions as described by Damasio (2013): Identity, indifference, embarrassment, responsibility, indignation, pride, gratitude, admiration, and commitment.

Social emotions. Content and feeling: an overlooked, however learning real. The analysis of social emotions is going to be articulated around Damasio’s proposal (2013) structured in four groups that have a close relationship with the contents of the history of Spain.

The first group deals with emotions in response to unwise, painful, and intense facts of history of Spain that incite embarrassment, guilt or, to a lesser degree, indifference. The history of Spain is not indifferent to people (69%), the interviewees do not agree with

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43 585. Well, history precisely. I think it is something important for each person. To know... There is a saying about knowing history. It was...“the man who does not know his history is condemned to make the same mistakes” or something like that. Well, I think that it is true.

566. Well events I did not know about how the first Constitutions in Spain were established, the Cádiz Cortes. I’ve always studied this type of things, but I had never been interested until the second year of high school. And learning History has always been interesting for me. 213. Well, I have personally observed a point of view among the people of Europe, their opinion about the historical events. You know yourself but when you know the opinion of other people about yourself, you say: that is the way I am. Well, that was the important issue for me, getting to know Spain.

44 525. I learnt the past history of Spain, everything that Spain has learned from the beginning to the present day, all the kings, everything that we have had to do to be just as we are now. Avoid being backward as the kings and the political ideologies of the past were.

521. I think I have mentioned it before... but anyway, I have learned to relate my present situation to the situation at that time. This has helped me to comprehend the present society where I live and start .... Not only as citizen but also ideologically as person with my values, being able to interpret the values of other Eras and understanding behaviors.

224. The past of Spain, which at the end of the day is very important to be able to know the present and what could happen in the future.

103. Well, as I have said at the beginning: the origin of this world; the functioning specially of Europe is a egocentric history; the functioning of the Western world, of their different ways of thinking, of how we have come to the point we are now. Especially all that.

45 3010. I do not feel indifferent to the history of Spain and a lot of things explain that are happening today. To reach a better understanding of what is happening today, it is necessary to know something about what happened previously and many things that are happening today. For example, the economic crisis or demonstrations...
La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013).
Análisis, interpretación y poder de cambio de los testimonios de profesores y alumnos

the fact that their past makes them feel embarrassed (73%) and, of course, they do not feel responsible about what happened (94%).

The second group was determined by the kind of emotions that students’ expressed feelings towards outraging events in the history of Spain. Responses were equally balanced between for and against. Answers range from very specific to very general and from very vague to very punctual. The latter especially when talking about women’s situation or the destruction of tradition in Spain.

The third group deals with the facts and events that, by nature, would arouse students’ positive emotions as pride (36%), gratitude (42%), or admiration (38%). These

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3047. Almost all of the units were so boring and monotonous that I could sometimes feel certain indifference about past events. The contents were very relevant if you were really interested in that subject, but that subject was so tedious for me that sometimes I showed indifference and carelessness.

3015. None of the events, figures, or facts have made me feel shame, as it is history and it is not anything that leads me to the personal sphere. Thus, all of the events taking place in the previous years and centuries have happened due to certain influences and many consequences and I have no reason for me to feel shame about what they did or not.

3040. I felt shame over the Inquisition, also over the reign of Ferdinand VII, and the subsequent reign of his daughter Isabella II. Those moments in which it can be observed that Spain is drowning into debt that moral values of governors and the subjects diminish. Moments which make you think about why they act in that way if they saw that the situation in their homeland worsened and their homeland continuously trailed behind the rest of the European States.

3023. Nothing at all. If there is something which is clear to me is that everyone is responsible for his acts, and the responsibility should be felt by the one who did or said something that led him to undesirable situations. But I never felt responsible at all.

3057. Some facts in the present-day society, political facts that could make me feel guilty because perhaps I could do something, like protesting or try to promote something. I could felt guilt in that sense, but considering the history of Spain I have studied, I cannot remember any event of which I could felt guilty as I was not there and I cannot take responsibility for those events.

3015 Perhaps some events which took place and I have studied have made me feel indignation as when I studied them, I could not understand the causes or justification behind what they did or happened. Not only understand the causes but feel indignation because in those times certain incoherent reforms were established. Of course, studying it now is not the same as experiencing what happened in those times. Very different in the way they thought, acted, etc.

3047. I had this feeling in the first lessons, as the situation in Spain centuries ago was in continuous backwardness, and a unit that caught my attention was the situation of women in comparison to men. Women had not rights and were bound to men. This situation made me feel indignation, not to mention the great difference among social classes. These examples would make present-day people feel rage, contempt.

3066. I feel indignation when I see how the poor were deceived, how they wanted people to be illiterate so that they did not rebel and were always under their command and how power transformed nobility into an elite that, from my point of view, should disappear.

3042. I am disappointed to learn that people’s efforts were thrown away when dictators or absolute monarchs came to power. The fact that so many people were so obsessed with power that they were blind to the needs of their people makes me mad. This also happens nowadays.

3039. I feel neither pride nor hate about what they did. I studied history but it did not made me feel proud or the opposite about what happened.

3057. Considering important figures, I remember and feel proud when talking about Clara Campoamor, as thanks to her, women’s franchise was possible. I think we should also be proud and I feel in this way when thinking about the establishment of the II Republic thanks to the republican uprising, and what it involved: the Constitution of 1931. It created a democratic, social, and non-confessional Republic. Moreover, it included social rights, and accepted the political and
emotions were mentioned when they talked about events such as acknowledgement of others’ contributions, cooperation, extraordinary, and outstanding. Even though the percentage is high, we should be cautious in drawing conclusions due to the fact that a little bit over a third of the subjects had positive feeling; most reactions were negative in nature regarding the history of Spain.

Information, collected at the beginning and the end of the interviews, constitute the fourth group. The emotion of identity which leads to a certain degree of commitment with all the events that took place in Spain. These two emotions have double meaning. First, because identity and commitment have different nuances from the previous ones; the former, identification of a relation between historical events and the student; and the latter, because it indicated the degree of commitment that the student was willing to take. The question about identity was asked at the beginning of the interview as a way to deal with these two emotions on general basis. The question about commitment was the last one and was intentionally asked at the end to get students express their involvement (or lack of) in the future. Students’ identification with the Spanish society’s values, traditions, beliefs, and behaviors (with its shortcomings and virtues) involves, without any doubt, a way of taking a stance towards this subject and learners’ willingness (or lack of) to show commitment in the future and to go one more step in this process. The lack of empathy needs to be highlighted, as it is supported by 71% of the responses, while only one out of three students felt affinity for the history of Spain. Regarding commitment, it is also worrisome to observe that slightly less than a third

administrative autonomy of the regions in the framework of a comprehensive state and it had modern elements in the line of the social and democratic state governed by the rule of law.

3027. Any fact made me feel gratitude. Most of the past events were really cruel, including wars and people.

3057. Labor movement, as thanks to the demonstrations throughout history, their quality of life was improved. It marked a turning point and part of that is present today. They achieved that governments made laws to end up with abuses to employees, they forbade child labor, maternity leaves were granted, employers were forced to pay accident insurance and reduced to 8 working hours. And as other people: King Juan Carlos I, who should comply with the Principles of the National Movement to perpetuate the Franco regime, did not do that. Instead, he based himself on them to promote the Referendum for the Political Reform. Adolfo Suárez started the legal course to dismantle Franco regime, apart from the members of Parliament who voted in favor of the democracy and the creation of the Constitution of 1978.

3039. Sincerely, I do not feel admiration towards the events that took place throughout history. I have already said that, for me, studying this subject was an obligation although, finally, I found interesting to know the history of your country but it was an obligation for me, a subject that I had to study.

3057. The events have made me feel admiration about the reservists of Barcelona’s act or answers, given the fact that the government ordered to call the reservists to go to the War in Morocco. A lot of them were workers, married, they had children and they could not pay as rich people did to avoid fighting in the war. They responded by means of demonstrations and a general strike against the war although all that led to a violent uprising. Also, as admiration, I would again point out to the King, who refused to accept the Principles of the National Movement to perpetuate Franco regime.

52 3002. I cannot say that I felt identified because the situation of the present-day Spain, the ideology, the customs, the daily life are very different from the ones I have studied, always from my point of view. It is possible that more similar aspects to the reality we live appeared in the last units I studied. 3043. I feel identified when people of that time organized popular movements to claim their rights and show their dissatisfaction, the same is happening right now. Demonstrations are a path used by citizens in trying to change the measures adopted by the government or at least show their dissatisfaction and disagreement.
indicated that they do not have any responsibility for the future of the country. On the other hand, 48% of the responses showed some commitment to be active participants in the coming history. Without any doubt, there is a breakdown present-past-present that influences the conception of the subject.

b. The teaching of history of Spain purpose as one of the most powerful pieces of knowledge in the teaching of this subject. It would be difficult to understand which students’ achievements are without knowing the purposes of teaching the history of Spain. In this sense, the construct presented in chapter 2 by González, Martínez, & Parra (2014) will be followed. This construct studies, firstly, the purposes of the curriculum of history of Spain in the last 35 years (1975 LGE –General Law of Education-, 1992 LOGSE -General Law of Organization of the Education System-, 2003 LOCE -Organic Law of Educational Quality- and 2007 LOE -Organic Law of Education-) to subsequently analyze the results obtained by the learners studying during the LGE y LOE.

Understanding history as an articulating axis of knowledge of the humanities helps us see the relationship between present/past and ascertain the current reality by explaining past events. One of the factors that help us understand the morality of the past is the set of values we embrace today. With these values, history comes alive since they trigger and connect feelings and positive memories; and in turn facilitate the “selection of great themes and the acquisition of robust background knowledge” to constitute the necessary framework to live in a given society. Memories about the past help us make sense of the present. In addition, this framework makes possible the use of specific techniques to reenact the past critically and serves to facilitate students’ understanding of their social environment to know their rights and to become responsible citizens. Students’ responses also indicate that the study of history, made it possible the development of individual and collective identity. A conscious integration to their community enables them to comprehend common and different elements of Spain throughout times as well as international relationships, especially to Iberian America. Consequently, through students’ memories, we can observe the impact of schooling has on the accumulation of concepts and attitudes for students to interpret the present based historical events.

Categorization and classification of the answers is not an easy task and it is not free of biases. Data were analyzed by two of the researchers bearing in mind the complexity of their moral experiences and rated against the encoded academic reasoning of Bourdieu’s (1988) “distinguished culture” and the patterns given by Honneth (2011) in order to explain the type of morality and norms they acquired. The following question was selected: What do you think you learned at the history of Spain class in high school?

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53 3047. I could have felt different types of feelings, but I did not feel a commitment of continuity as, from my point of view, I have not the ability or necessary knowledge to be able to carry out everything that those past figures did. Yes, I feel like an heir and I would like to continue with the evolution as much as possible, provided it is within my capabilities.

3006. In this section I totally agree because there are issues like racism, inequality or chauvinism, among others which are totally similar (if not worldwide, in the most developed countries), have led to a constant as well as the lives of a lot of people. Thus, I think that we all have an enormous commitment regarding aspects like those, as the fight of so many people should not be thrown away. It is neither advisable for us.
As can be observed in Chart 3, only two of the answers are above the 15% average, the “relationship present/past” and the “selection of great themes”. More specifically, students stated that it was useful to understand the present reality and even the future. To a lesser degree, they stated that this knowledge has aided them to interpret the present critically and to act accordingly. The most common view is a connection present-past as explained in the classical view of the Historia magistra vitae. Regarding the great themes, the study of events considered “of great relevance” (totalitarianism, the Labor Movement, Re-conquest, great periods in the Spanish history, etc.) were highlighted specifying that it was the means to “acquire background knowledge”, a rather scholarly vision of historical knowledge (and of culture) ironically used in “board games” or travelling. Interestingly enough, BUP students’ testimonies are similar to LOE’s. Another emerging theme, the “conscious integration in the community” experienced an evident backward step in the last few years (from 37.5% of references in the interviews of BUP to only 4% in the current sample).

Similarly, few people linked learning history to acquisition of specific techniques to reenact the past or critically analyze primary or secondary sources. Few answers included the relationship to other cultures or history as backbone of knowledge and social sciences. None of the interviewees mentioned the use of history to understand common and diverse elements of Spain.

Data also indicated that history had been useful to develop certain sensitivity towards present values (half of the LGE students). These results led to social and political reflections showing a lively and more or less significance of covered content, and even helped them to discern and adopt ideologies to make decisions in that respect. Only 7.8% of the interviewees indicated that history of Spain was useful to educate students to become responsible citizens who are aware of their rights.

54 “113. To be aware of where we come from, everything that society has suffered during the whole period. It has also been useful for me to value what we have and to know far we can go.

55 “416. To know the suffering of people from my country helped me to try to do something to prevent it from happening again.

56 “567. To know how our antecedents were, you can avoid making the same mistakes (...) and even find a solution for them.

57 “407. “(I learned) a lot of culture, not only about history but also about art history and the truth is that it is very noticeable because when you go to a museum you think: I recognize this painting.

58 “110. We did too many projects and I did research on the history of Elche, the city where I live;

409. I learnt how to do very good texts commentaries.

59 “100. I thought about the units devoted to politics of the past, especially about the causes of wars; 319. Why we have this policy, why we are in economic crisis now, why elderly population, elderly people think in a given way and, for example, my parents who were born in the 1960s, think differently. Why that generation and what made them change their mentality. And why I think a little different from my parents.

60 “323. … I have been changing my point of view about many things. For example, at the beginning of the year I felt identified with the ideology of a given political party and, at the end, I felt identified with a different one”; 511. … It helps you to adopt an ideology, to become mature in that aspect in order to know what you want for a future time.

61 “113. Well, being aware of the fights of each society for their rights”; “417. To talk about the universal suffrage, laws and decrees. The rights of women”; “223. To have foundations to think, to have some basis for creating my own ideology, to have judgement to say why this and not anything else. And also, I do not know, to be a good citizen.
Therefore, it can be concluded that few changes have taken place in the last years. Despite the updated curricula, less than a fifth of the interviewees agrees that learning history has an educating role or its usefulness to interpret events of today critically.

5. Essays about citizenship, educational institution, and students’ testimonies

Research expects to obtain findings which can serve as models or at least as suggestions to be tried out. This last section of this chapter deals with these findings. Chapter 11 by Navarro & De Alba (2014), Chapter 6 by Martín & Ramos (2014) describes and discusses features of educational institutions, and Chapter 5 by Portela, Martínez, & García (2014) deals with students’ voices as alive testimony.

a. Civics Education. Throughout this research project, this theme has been constantly present. As Navarro & de Alba (2104) point out, in the different high school programs “the history of Spain is defined as an important subject for the development of young people’s personal and social education, where the acquisition of competencies related to their civic and democratic education should become the main objective”. Their chapter presents a personal perspective including different dimensions of this research. The ones directly related to civics education are going to be highlighted.

62 Most of the data comes from Elisa Navarro’s PhD dissertation. Murcia EDU2010-16286. The I.P. is Nicolás Martínez Valcárcel.
This chapter starts with the discussion of the following four themes (pointed out in the chapter of design): Salic law, right to vote, economic backwardness, and historical memory. They were studied in three levels of depth taking into consideration five variables. More specifically, variable 4, for instance, “Conception of citizenship”, departs from the assumption that “history should provide students with a useful learning that makes them aware of the fact that the acquired competencies, among them the civic one, are something more than simple fragmented and partial education of historical knowledge … it tries to educate learners for the full exercise of citizenship, i.e. to become committed and critical citizens to achieve robust social democracy”.

They found out four levels of civic commitment. In the first level “students that have difficulties to understand that the problems presented in the history class affect them because they are part of this society. Their assessments come from a superficial and ambiguous position”. In the second level, students seemed to be “committed, with some educated notions and arguments to explain their views concerning the problems at hand.” They emphasized the need of an educational system reform of the country and “students do not draw upon their knowledge of history to support their answers. They tend to solve the posed problems with common knowledge”. In the third level, “learners are aware of the problems presented to them and have a clear intention to make changes; mainly with the purpose of improving the society through universal vote, through changing the political and economic system, and through solving some of the social problems of Spain –specially the one about historical memory-. These changes, they think, will facilitate social evolution and improvement of human rights”. In the fourth level, students in their proposals for improvement, consider “three core elements to promote learning of citizen behaviors in history classes: a history of the present for the present, a history organized around relevant concepts or problems and a history which promotes the development of historical conscience in the youth”.

b. The educational institution as something more than a building. Educational institutions are a world of emotions that are not forgotten. An evidence of this fact is that when learners talk about them they always use the term “my” before… school, high school, university… At the beginning of the collection of data, participants were asked to locate themselves in the settings where they received instruction. Finally, although not considered in this project, without any doubt, all the teaching/learning processes are delivered in educational institutions, in specific department. Therefore, these building and what they convey have to be part of this study.

In their corresponding chapter, Martín & Ramos (2014) studied two elements of these institutions, the building itself, i.e., the classroom; and their classmates who shared the classroom, the learning, the teachers, and the day to day events. That is, in Martin and Ramos’s words “the everydayness of spaces, the contents of the curriculum, and the feelings pertinent to daily coexistence in a physical place, and a common goal that bonds them: learning and achieving the established objectives to pass and become a well-rounded individual.”

High school and historical development along with their past and present reasons of existence constitute the focus of this part of this investigation because it provides students with important models that given certain personality traits. In order to contextualize students’ school experiences, the researchers inquired the size of the educational institution, the classroom, students’ situation in that space, and their
coexistencia. Sus descripciones, positivas o negativas, serán el punto de discusión de esta sección.

The building is more than its size. The question that was specific and strictly inquired about its size. The answers yielded information far beyond this. When they answered the question, they also talked about geographic referents as their existence did not occur in a vacuum, the number of students it had and, consequently, the consideration of size, when it was founded, the age of facilities, the ownership of the institution, a world of assessments that influenced everything that happened in them.

The classroom: a micro-world which encapsulates experiences of many school life hours. Considering the driving force of the interview, first he was brought to the Secondary School, entered his classroom, making it his own in a either positive or negative way. Without any doubt, when the student enters the classroom, makes it his own as a physical and real space with connotations which are distinctive and unique of each one of them.

The most repeated characteristics of the classroom in students’ answers were related to space, brightness, the arrangement of the furniture, the resources with which the classroom was equipped, especially the ones related to ICTs, the degree of specificity of classrooms per subject, and their maintenance. Basically, the descriptions of the classrooms were very simple: desks, chairs, the teacher’s table, a bookcase and not much more. In fact, very few answers include the possessive determiner “my” to refer to

63 504. Well, my Secondary School was rather small, because it is in a small town. 558. Well, Águilas is not too big, there are about 30000 inhabitants, but I think my Secondary School was the biggest of the three. 117. Small, for the neighborhood too. 226. It was big, it was one of the biggest of the province.

64 412. It was rather big, more or less, spacious; the classrooms were rather big. The thing is that there were too many people in the class, there were 34 of us. It was crowded. 570. I think that it was a medium-sized building, for 600 people in Secondary Education and in High School approximately the figure is the same or becomes a little bit lower, but... a medium-sized building.

65 311. It was big and it was very good, it was new, it was not old and the facilities were also new. 110. It was a little bit small building because it was old and it was not in a very good condition, but I liked it. 100. My high school was big, it was... it had a lot of floors, I mean, Azorín has four floors. So, it was not big or wide. It was tall. It was also extremely old because it is the oldest high school in Elda and Petrer.

66 420. It was a very big building. It was a religious institution, a convent school. I have studied in a Catholic boy’s school previously, so I have studied in many religious institutions and this one was big. 300. I studied in a partly private school which received a state subsidy or, and the truth is that yes, there were a lot of students, it was rather big and very good.

67 591. It was a small educational institution, but it was very good. 321. The truth is that it was a small building. They are remodeling it right now, it was not in a very good condition, the... facilities were not very good but in my opinion teachers were very good. 578. It was a medium-sized building because an extension was built but I think that, as we knew every nook and cranny of that building so much, you felt that it was extremely small. We were like a big family, altogether there. 552. Well... It was not very big, because it was a private institution as well, and I did not like it very much, but it was very near my house, so it was very convenient. And I live in the middle of nowhere, therefore...
La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013). Análisis, interpretación y poder de cambio de los testimonios de profesores y alumnos

“my classroom”. In these cases, the classroom presents positive features: brightness, spaciousness, and comfort.68

The perception of the space was very personal. Some people thought that even if the classroom was small, but it was comfortable, students normally had a positive opinion. However, if it is big but it does not meet the requirements of being either comfortable or open, students talked with disdain about it. If the furniture was old, their answers were negatively tinted.69 The adjectives used are either neutral (big, spacious, little, cramped, illuminated, ordinary, silent, good, new, comfortable, well-equipped, blue walls, hot) or negative, making reference to the lack of space and overcrowding (there was not enough room for all the people, pressing, lack of room, we were too many people, little spacious, noisy, and problematic); to the quality of the furniture (extremely poor quality, horrible, pieces the cream-colored walls were falling apart, lifeless, objects in ruins, a little bit untidy, ordinary, lousy furniture); and to the quality of the classroom itself (prefabricated, they were barracks, it was an adapted laboratory, extremely old).70

The place where they were seated, a characteristic for further research. Students had the option of choosing their seats in the classroom in most of the cases. There were groups: the ones who always sat in the same place the whole year, and the ones who sat anywhere they pleased, each day in a different seat. Both cases are full of symbolism (first row, in the middle, at the end, near the window …).71 The other group, much smaller, was seated by the teacher following some type of criteria for seating students in the classroom including a rotation system or alphabetically.72

The last point of discussion has to do with coexistence. Data came from answers to the following questions: How was coexistence in your educational institution? Were there relationship problems among students or discipline problems? Relationships in high school, especially among students in a classroom, creates bonds, contacts, agreements, and closeness which in turn, promote personal, social, and educational development. In

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68 100. My classroom was very old, but I don’t know, I liked it. 562. My classroom was big, illuminated, and there were two blackboards. 101. My classroom was small, new and as it was small, it was also cozy.

69 106. Yes, it was spacious, the problem was that there wasn’t enough room for us all because we were a big group. 115. Yes, it was big, there were thirty of us and there was enough room for us all without any problem and even there was a lot of space left over. 101. My classroom was small, new, and as it was small, it was also cozy. 416. It was a little bit untidy. A little bit old. It still had the platform for the teacher, although he never went up there, he sat down with us on the desks and gave a lesson.

70 119. It was a prefabricated classroom, small and there was a lot of echo. 301. The classroom where we were was a classroom for the modules in poor condition because the high school area was being repaired. That is why we had this classroom in poor condition, because we were a small group. 402. During the first year we were in barracks and during the second year in a classroom.

71 400. Always in the front rows. 404. Always in the middle. 414. It depends on the lesson, if I was interested in it or not, but normally I liked sitting in the front rows rather than in the back rows. Otherwise, I could not understand anything. 500. On the front row, logically, next to the teacher. 514. Yes, I was always sitting on the second row, near the teacher, because we had a lot of doubts, I always was there because the teacher was handy… However, my seat was changed by the teacher and I sat on the third row, near the door.

72 107. We rotated, the teacher changed our seats, and each week we had to rotate a row behind. 411. We changed our seats each week because we were more than 30 people and, in this way, we all had the chance to be in the front rows.
this sense, what has been analyzed opens a world of possibilities rather than an in-depth study of this dimension of teaching.

Considering the answers about the atmosphere of their educational institutions, students described an academic environment that could be considered normal, in spite of some quarrels that occurred. Their answers can be grouped into three categories. Some students think that they were asked about the group’s behavior in the classroom, others assumed that they were asked about the academic work they did in the class and, mainly, most discussion was around good/bad relationship among students.

In sum, we can infer from students’ testimonies, with some exceptions, that in most of the cases the channels of communication are fluid and normally of mutual respect. However, true friendship does not exist, at most there was some type of comradeship.

c. Students’ voices as living testimony, a suggestion for future research. In any research, validating sources and evidence always needs to be considered, as the information needs to be acceptable and that is directly related to the authenticity of the sources of information. Chapter 5, presented by Portela, Martínez, & García (2014), considers aspects related to this and they present a conceptual framework to interpret students’ voices and testimonies, i.e., the data.

Within this conceptual framework, the authors debate the difficulties of categorizing their testimonies and how they can bear different meanings, more or less restrictive. Therefore, many types of testimony could be considered. Hence, the authors limit themselves to set basic relevant features to develop an understanding of the concept “students’ voices”. This notion will be analyzed mainly from the perspective of the person who provides it, and not so much from the perspective of the audience, assuming that both characterizations do not necessarily concur (Gelfert, 2014, p. 35-36).

Furthermore, the term “students’ voices” is very commonly used, but we cannot be completely certain to what it is referring to; since, it can be interpreted in multiple ways and be related to a number of different aspects without the possibility of reaching consensus (Susinos, 2012; Susinos & Ceballos, 2012). Portela, Martínez, & García (2014) developed a working definition for this expression considering some of the most

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73 300. No, the truth is that we were a very good group. We all have always been a very tight group and when we had any problem we always agreed on how to solve it. Well, we had our ups and downs as every class but the truth is that we got on very well. 307. Yes, there were important subject problems because there were people who broke the rules, trouble and problems and conflicts, but it was not something massive, but they were present.

74 306. That is what teachers says, the worst class of all the groups of high school, but that is what they say to all of the classes.

75 322. The truth is that... very well, in that educational institution where I studied, there were very good people. People completed their studies with very good grades.

76 321. A very good relationship because we knew each other since the first year of high school and the truth is that there was not any problem among us. 517. There were groups. You got on well with everybody but you did not have a good relationship with everyone. 511. There was not a good relationship, I got on well with six friends of my class. Boys very well and with the girls there was mutual rivalry. 121. There was a good relationship, there was a good relationship among us all and the lessons were entertaining, we had a good time.

77 As Díaz points out in chapter 1.
La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013).
Análisis, interpretación y poder de cambio de los testimonios de profesores y alumnos

common meanings associated with it, and to its potential convergence with the notion of testimony. They indicate that the focus will be mainly on 1) aspects of this expression closer to the notion of testimony and 2) the peculiarities of the term “students’ voices”, more specifically those characteristics that translate “students’ voices”, into testimonies based on their own experience and knowledge.

Once the conceptual framework was developed, the interpretation of the collected data was undertaken. In this sense, they departed from the notion that students are expert witnesses who, without any doubt, developed “his own experiences” to analyze, reflect, and comprehend what had happened in the classroom, full of intuitions and thoughtful accounts. When we hear their voices, they lead us to gain knowledge to improve our teaching practices. Therefore, we assent students’ testimonies as evidence.

Data were classified into three themes:

a) Students’ awareness of their mastery of the content of the subject. When asked about the content they learned in the history of Spain course, students make reference to an “acquired knowledge”. Evidently, there is no doubt that they learned it not only because they say it, but also because of the grades they got in the history of Spain course. The authors also explained why in some cases, students were not able to remember some of the content, more specifically about chronology and sequence of facts and events. Some of the reasons given include that questions were too broad or the time that has passed since they studied it.

b) Students’ awareness of the fact that teachers purposefully selected the content taking into consideration the time available, the university entrance exam, and topic significance. This tacit reality goes often unnoticed in research dealing with the processes of teaching-learning in the classroom. To this purpose, students’ testimonies show evidence of their awareness of teachers’ modifications of the curriculum and their actions, even in some instances questioning their appropriateness.

c) Awareness of teacher’s knowledge, training, ideological position and how they use such knowledge in the classroom. The course of history of Spain taught during the

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78 Without any doubt, the student has had a firsthand experience, during a year in this case, as one of the agents of the process of teaching-learning of the history of Spain.

79 208. No. I studied in at that moment to pass the exam, but they are not the type of things I remember. I learned it by heart. 222. I cannot remember anything about that. … I don’t know, right know…. I cannot remember very well

307. Yes, I could do it. Basically they are ...

80 541. We started quickly with the first periods of history. The teacher explained them very quickly. After that, we reached the 18th, 19th and 20th centuries. We focused our attention on them …”. 574. Yes. At the very beginning we studied the Romanization. Although it was not going to be included in the university entrance exam, she told us that we had to know about it. No, it was the process of hominization. This was what was not going to be included in the university entrance exam. She said “I’m going to explain it because it is the beginning of our history …”. 319. … The last unit the teacher explained was about the democratic government. She, for example, had not time to explain it in class. As it was the last unit, the teacher explained it very quickly because there was no time. However, it finally appeared in the exam, so everybody... What’s more, she was the one to come with us to the exam. Students are normally accompanied by a teacher when they are going to take the university entrance exam. It was her turn and when we all left the examination room; we confronted her telling that is was her fault if we did not pass the exam.
La construcción de los recuerdos escolares de Historia de España en Bachillerato (1993-2013).
Análisis, interpretación y poder de cambio de los testimonios de profesores y alumnos

second year of high school presents a challenge for teachers since it is a platform to demonstrate their professional skills. Students show a quite comprehensive awareness about history as the object of study and about teachers’ professional qualifications, including their content knowledge, pedagogical training, and ideological position, as well as teachers’ personal traits. Undoubtedly, these are the four referents that, from the students’ view, shed light on a field of legitimacy and confidence created by the teachers for their history of Spain courses in high school.

6. Weaving the future: some reflections to continue

Without any doubt, as any other extensive project, this publication focused on some of the important research findings. Postulating some future research paths can be a complicated task. This chapter suggested some of them and, logically, this is also going to depend on the available sources. Despite these limitations, some possible and feasible paths can be pointed out.

The first one is to continue investigating about “educational memory”. This does not only consist of producing knowledge of some reality, but also understanding the nature of the data to foresee the future of the teaching of history of Spain.

The second addresses a possible in-depth exploration of the reasons behind that “traditional character” in the teaching of history of Spain, of the attempts to enhance such teaching as proposed by teachers’ associations based on students’ excellent assessment of teachers. Undoubtedly, it is a difficult path to follow. Researchers cannot afford to contemplate easy answers because there are no easy answers as attested by the painstaking work of highly qualified teams of over 25 years. Three facts should be mentioned: the long-time evidence of such type of lessons, the reality of almost 10.000 teachers who teach history of Spain in high school, and the views (if our findings are generalized to the 220.000 students who finish high school every year) of more than 190.000 students who evaluate positively history teachers. Such proposal requires an important dose of realism to be able to change our current situation.

The results that have been included about emotions and testimonies are encouraging. They indicate that there are some pieces of information cannot be overlooked because they are important. They give us hope for future positive changes in the teaching of history of Spain in high school, a high stake moment for students’ success.

81 “2446. The teacher had an impressive intellectual capability, both for assimilating ideas and for understanding and comprehending us”. “1182. Whenever someone asked the teacher to explain something, he said that he was a geography teacher and not a history teacher and thus, he was not obliged to give a history lesson”. “2035. He had such a great deal of knowledge about history that he could be the whole day talking about it without getting tired”. “2026. The teacher made big mistakes related to historical facts and the location of places on the map. He also suffered from lapses mentis frequently”. “321. To tell you the truth, no because she was quite objective and whenever she said something, she always said: “you have to take into account that these ideas I’m talking about do not reflect my ideology at all. I’m presenting the ideas from the point of view of a person who lives in this century and at this moment so that you can understand it”. “564. What I really know is that the teacher was anti-monarchic. The teacher always criticized monarchy and I didn’t like it at all because talking about all that stuff in a class is not normal, but still”. “1842. It’s obvious that the teacher knows what he explains, but he does not know how to explain it. That is why most of us do not understand what he explains”. “1671. The teacher had no idea of history not of how to deliver a lesson”.

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7. References


