

## Materials, Student's Work and Her Traces in Teaching History of Spain: a Case Study

**Nicolás Martínez-Valcárcel**

University of Murcia (Spain)

**Martha Ortega-Roldán**

Autonomous University of Carmen (Mexico)

**Ramón García-Marín**

University of Murcia (Spain)

**Rosana Pasquale**

University of Luján (Buenos Aires)

**Graciela Carbone**

University of Luján (Buenos Aires)

**Edilson Aparecido Chaves**

Federal University of Paraná (Curitiba)

### Abstract

*The evidence of the students' learning achieved in the subject of History of Spain is recorded in the tests they take, but also in the preparation of the themes, comments of the text and in the following processes. In this work we delve, through a case study, into the significance of the teacher's aids provided on-line and off-line. The participant's work is recorded with the traces she leaves in the documents she develops; their analysis and interpretation permitted a better understanding of the processes followed in teaching History of Spain and identify other learning taking place at the same time as the academic. The analysis of the latter, specified in the emotions and in the planning of a talk on a topic in the curriculum, it has revealed another world of learning that cango unnoticed.*

**Keywords:** teaching, learning, media, traces, student, history, emotions

### INTRODUCTION

“Research demonstrates the curriculum is no longer a proposed plan when it is interpreted and assumed or the teachers translated it, the same happens with the curricular materials (texts, documents...), authentic translators of the curriculum as a project and embodied text in concrete practices” (Gimeno, 2010, p. 33).

Gimeno's text collects the purposes of this study, focusing on the teacher's transformations on the curriculum and their influence on specific practices such as formal (topics and comments of texts) and informal (emotions, and a talk) accomplished by the participant. This study is developed in the research line of study *Teaching and Learning History of Spain*, it is integrated to the research group E074-07- *Educative Experiences in Social Sciences (EDUCS)* - which is part of the research groups in the Social Sciences Area of the University of Murcia. Specifically, it collects the most relevant results of the research carried out on *the elaboration of topics, text comments and other works in History of Spain in High school: processes and learning*. This research line started 30 years ago, showing the complexity of these studies and demanded an integral proposal which lets us know and guide the enquiry. It is also relevant to mention this study emerges from the collaboration between teachers from the Regional Conference for Latin America held in Buenos Aires in 2018 by IARTEM. In this article we address to a case regarded as representative in the teaching of this subject and involves five large dimensions: *the context* (the Institute where she studies, the specific classroom where the teaching-learning processes are carried out and the existing relationship among the students). *The curriculum* proposed (from the Autonomous Community of the Region of Murcia, CARM), from the Institute and from the teacher -specially- the suggestions from the coordination of the selectivity, due to its direct impact in the classroom. *The teacher's teaching processes* (considering the starting phases, development, and conclusions and what is proposed as assistance for the understanding of the contents). *The resources already used* (the textbook, the teachers' notes-materials, documents, the web, presentations, videos etc.). *The student's formal works* (themes and comments of the text) *the informal* (emotions and planning a talk) and the students' *traces*.

## 1. THEORETICAL FRAMEWORK

The questions we posed carried along a great number of studies, from which we selected those studies related to this research and we will address them accordingly to the different dimensions we have pointed out.

*The centers and the classrooms* are common images in our school memories where we have studied; showing its importance in our experiences, but it is more problematic to link them to the teaching-learning processes of History of Spain. In Damasio's work (2013) about bottom emotions (sadness and joy), the one from Woolfolk (2019) about the extrinsic and intrinsic motivation<sup>1</sup>, and the ones from Davinson (2012a and 2012b) on empathy both at cognitive and affective level would be the appropriate referents to be able to interpret the results.

*The influence of the curriculum* is shown in the contents taught in the classroom, the reasons for their selection are the consequences of those processes and in the teaching-learning results. In this sense, it is necessary to have the different programming used (the curriculum of the Autonomous Community of the Region of Murcia, the proposal for the selectivity test and the programming of the center/teacher, with special emphasis in the teacher's one) and the participant's descriptions-valuations about them.

As more significant referent we quote Alarcon's analysis (2009), she does a descriptive study of the selectivity tests carried out in all Communities of Spain, the one from Souto-González, Fita-Esteve and Fuster-García (2014), who study the tests and the influence of the selectivity in the teaching of History and the study from Martínez-Valcárcel (Ed.) (2018), about the characteristics of these tests. *Teaching and the teacher's aids* explore into the challenge of the following questions: How are the teacher's classes in History of Spain usually taught? What kind of help the teacher gives to the students? In this sense, the reviews by Wilson in 2001 (Handbook of Research on Teaching) and sixteen years after the one by Nokes' Handbook in 2017 (Research in Historical Culture and Education), provides enough information for this analysis, developing the characteristics of the traditional classes or the innovation in teaching of history, a theme always present in teaching History (Valls, 2018). Likewise, the perspective of analyzing the teaching processes, insofar as they constitute help for the students, it supposes other enriching view for its interpretation. Concretely Ruano, Sánchez, Ciga and García (2011) typify the aids as activator, elaborative, consolidator, illustrative and they provide six protocols of observation for their identification in the teaching-learning processes.

In the *formal learning* the participant's works (themes, comments of the text) are important for this study and to understand the teaching processes. These are worked at home (Viñao, 2016; Walker, 2007; Parra, 2017 and Pasini & Tonini, 2020) show the participant's learning achieved. To do the work she follows the coordinator of the selectivity suggested structure for the themes, (introduction, development and conclusions) and for the comments of the text (identification, analysis, contextualization, and conclusions). The student's traces (underlines, strikethrough, etc., in the textbook and the teacher's notes-materials) as well as the teacher's corrections are the referents of this study and permit to contrast what the participant had worked in the themes and comments of the text, with the materials used. To study it, Sánchez and García-Rodicio (2014) research help us to detect if is just copy of information, the links among ideas and original wording that were not found in the sources used (highlighting the role of the inferences), at the same time they classify the participant's work as superficial, deep, or critical.

*The otherinformal learning*, the teaching process analysis carried out in the subject develops other learning and asks questions such as: Do *emotions* develop in the subject of History of Spain? and Does the participant *transfer* the content learned to other situations? When we talked about *emotions*, the challenge was to determine them from a general training, regardless the subject being studied. Damasio (2013) work addresses social emotions as the foundations of our mind and points out that "They are a defining aspect of the human condition. They permeate our social and professional life, influencing our thinking and behavior and deeply shape our relationships and social interactions" (p.13) and Haidt (2003) characterizes them as "those emotions that are linked to interests or well-being of society as a whole" (p. 853).

We used Damasio (2013) classification for the data analysis and its relationship with Haidt (2003) proposal. Specifically, they stipulate four groups of emotions: the first, humiliation, shame, guilt (Haidt establishes them as self-

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<sup>1</sup>Well, as Woolfolk (2019) points out, when the student is motivated: "he directs with lot of energy towards achieving a goal or working hard, even if we feel bored with the task. What energizes us and leads our behaviour? The explanation could include impulses, basic desires, needs, incentives, fears, goals, social pressure, self-confidence, interests, curiosity, beliefs, values, expectations, and more". (p. 463)

conscious emotions). The second group, contempt, indignation (they resemble the emotions that condemn the other); the third group, sympathy, and compassion (can be equated with those emotions felt for those who suffer) and the fourth group is admiration, elevation, gratitude, and pride (according to Haidt it could be associated with the emotions that praise the others). It is also worth mentioning the emotional communities by Rosenwein (2006), in which historians want to know the systems of feelings that underlie small and big social groups. These references allow the analysis and interpretation of the data obtained from the question, previously formulated: Do emotions develop in the subject of History of Spain?

*Planning a talk* about a theme of History of Spain closes the contents proposed to analyze in this study.

To do it, we considered the participant's memory about that period, the type of historical orientation to base the talk (Fuentes, 2004) and the content scheme to be treated. The benchmark on the transferability of the learning already learnt refers to Pozo's study (2008) about the characteristics of the learning. On the other hand, for the development of the talk, it was provided a different working structure based on what Baker (2013) and Boyd (2013) call commemorative culture, included in the contents studied as in everyday life. Specifically, we distinguish between creations (social politics, economic and cultural), authority figures, places, beliefs and symbols.

## 2. METHODOLOGY

The objectives we set are trying to know and interpret the teaching contexts where History of Spain is attended, the processes followed in knowledge acquisition, the external and internal resources used, the works performed, and the learning achieved.

The methodology follows Salkind (2017) work in the existence of different types of research differing in nature of the questions asked and the method to answer them. The two main categories of research are the experimental and non-experimental, this work is sited in *qualitative non-experimental research: a case study*. However, by being part of the research 2012-2016, it should be considering the *descriptive* research, which shows another wider perspective of the phenomenon under research. Likewise, this work has an *exploratory* nature, then following Hernández, Fernández and Baptista (2014) they point out, "we wanted to investigate topics and areas from a new perspective (...), establish priorities for the future research or suggest actions or postulates" (p. 91).

The case was selected from the sample of the courses 2012-2016, this is centered on the students and the documents used in the teaching-learning processes, having as a spatial framework the CARM. The sample was obtained by clusters (individuals are not chosen, but the organizational units, in our case the Secondary Institutes) and by quotas, determined the number of participants who will participate in the research Salkind (2017), and the size of the population of the localities. Once the institutes of the localities making up the sample have been determined with the desired characteristics (student of 2<sup>o</sup> of High School), the participants are selected at random among students who meet the required characteristics, wishing to participate, with the condition that at least one student per center participate (quota).

The CARM has 136 centers where the High school is taught, from these 103 are public (75.73%) and 33 *concertados* (24.27%). The sample (2012-2016) started from a proposal of 256 subjects, from which 56 did not meet the established criteria, having a total of 200 participants. Those participants belonged to 30 localities and 79 centers (58.08% from the total of the CARM). From the centers mentioned, 62 are public (78.48% of the sample) and 17 *concertados* (21.52% of the sample).

The participant is selected from the 200 students, it is a *representative case* due to: a) she has an average score among the selected group and she donates all the documents used for the educative memory, b) to use the textbook (which also has two owners), c) to use the teacher's notes materials, d) to write the themes required, e) to write comments of the text and donate them, f) to fill in the questionnaire, and g) to carry out the work on the emotions and plan a talk about a topic.

In the research process the participant provides the documents used and fill in a questionnaire. This questionnaire is organized around the valuation questions (using 43 Likert scale items and the 6 dichotomy items) and open questions linked to the reasons for the valuation made (39 items). The questionnaire (CCAEROP) enquires: The Context, the Curriculum, the Learning, the Teaching, the Resources, the Orientation of the subject and the Planning of a talk. After it was elaborated, it was analyzed by 4 experts and applied experimentally to 3 participants. The valuations and suggestions were incorporated into the final drafting. The questionnaire structure can be consulted in detail in Martínez-Valcárcel (Ed.) (2018) work.

The information obtained from the questionnaire and the processed documents has been categorized and computerized by using the Microsoft Word and Excel package. These programs transfer the data to other analysis programs, apart from the potential the package itself has, showed in consultations made by the Research Support Service (SAI) of the University of Murcia.

### 3. ANALYSIS AND INTERPRETATION OF RESULTS

The initial challenge inspiring our studies *was to know how the usual Spanish History classes are like*. This challenge is oriented in this work towards *the processes and tasks carried out in and outside the classroom* and to inquire about *the characteristics of the results achieved, focusing on the processes developed to reach them*. Specifically, six dimensions have been studied: 1) The center, classroom, classmates and subject, the environment lived and remembered; 2) The curriculum and resources, two referents to understand teaching; 3) Teaching, the processes and the teacher's aids; 4) The textbook and the teacher's notes-materials, structure, appearance and use; 5) Formal learning, writing the themes and text comments, in which we will also include the home environment and 6) Informal learning, the emotions and planning a talk. In each one of them some partial reflections have done, calling them a way of closing with the purpose of deepen in each one of them and allow us to do the general conclusions.

#### 3.1. The center and its context

The center, the classroom and the relationships between classmates are the concrete spaces where the participant has been involved into the educational processes, where she has lived her daily, personal, social, emotional experiences and the curriculum, textbooks, notes, exams, etc., have been put into practice and played a determined role which we will study in the following sections. The memory of the centers, classrooms and teachers is kept over the years -indicating its importance- but linking them with the learning outcomes is a more difficult task, in this analysis we will approach the subject. Specifically, the participant refers to her Secondary Education Institute (IES), it is in a different town from the one she lives in, she describes its size, its facilities, the administrative organization, the teachers' quality, the teachers' friendship with the students, the classmate's relationships and, as she points out, "It should be noted that I have not only grown intellectually in these years but also as a person, thanks to the classmates and teachers' help who have made everything possible these years to be something worth to remember" (3007.I.1.1). Thus, she positively values the IES as a building and the existing relationships, but she does not consider it as an influence on his training (nothing on the Likert scale), despite the good valuations-descriptions she makes<sup>2</sup>.

The participant described her classroom, it is well equipped, the teacher used the resources, the place she had in the classroom was in the second row, due to her interest and the kind of class the teacher developed. On the other hand, the relationships between classmates are divided around a theme motivated by teacher's character "they said that my teacher was very demanding compared to other teachers of history who taught other courses" (3007.I.3.1). However, the working environment was good (Woolfolk, 2019) and as a result "the performance in the subject was higher (...) if you feel well in the class, you feel more comfortable teaching a subject" (3007.I. 4.3.1). The participant values the subject and her classes very positively, since in general they have become pleasant and she has even felt good and eager (underlying deep emotions as Damasio, 2013 refers to), due to the methodology her teacher followed. Also the anecdotes the teacher told are important, and he used the plural so that the students felt included in the facts (the empathy which Davinson (2012a and b) talks about "therefore we could never feel far away between the subject, the teacher and us, well that at least is my point of view" (3007.VII.1.3.1).

She also points out she liked History, stating external reasons -the teacher's methodology, which could be considered extrinsic-, and internal, his own taste and dedication -intrinsic- (Woolfolk, 2019). However, she specifies there were periods not very pleasant for her, because they did not study them a lot and this led to ask herself: and this for what? She also points out that the whole class was not in the same situation as some students wasted a lot of time communicating with each other through the mobile phones. The results expressed above, show an interesting link that allows approaching to the center and the context and its influence on the teaching processes of History of Spain, on the participant's attitude and, indirectly, on the learning achieved.

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<sup>2</sup>"In my case I had to go to study in another town to study high school, and the truth is that my experience has been extremely rewarding. Its large size called my attention; it also had good sports facilities, but above all the teaching staff and my classmates who have made these two years a wonderful trip. As an institute, it has three pavilions and within them were the different departments. In addition, my institute had a good staff organization where everyone from the secretaries to the tutors tried to have a close relationship with all the students". (3007.I.1.1).

### 3.2. The Curriculum

The curriculum and the programs (the official of the Autonomous Community of the Region of Murcia, the one from the center, the teacher's and the proposal for selectivity) constitute basic information for the knowledge of the classroom activities, thus, it is necessary to analyze them and have the participant's perspective of how they were followed in this subject. In the analysis of the different programs, we started from the official curriculum; It highlights the topics suggested from the selectivity and those that were not in the teacher's program are crossed out. The results indicate the teacher's program includes 90.6% of the topics in the CARM curriculum and only 12.5% an item or a section is missing. On the other hand, there are all those that the coordinator of the selectivity recommends. The selectivity coordination proposal includes 59.3% of the topics in the curriculum of the CARM. He selects 19 topics and 12 (37.5%) of them are fully treated and 7 (21.8%) are treated partially. The most important selection -in quantity and relevance of the contents- is made by the coordinator of the selectivity he does not contemplate 40.7% of the topics and in his guidance he also includes the kind of question-topic and texts comments-, of two pages length-, the punctuation and structure, as the participant stated, "to write a summary of the topic in general features in one page with conclusions and introduction" (3007.II.7).

The participant's valuation qualifies and brings closer to the reality of those official documents, she starts from the reflection that her teacher was new to the subject and follows the programming of the center. She states the teacher taught almost all the topics, but with a different number of sessions, so the XX century theme had more sessions. She emphasizes the value given to the historical roots of Spain and the Muslim culture, but there was not enough time to teach the late Middle Ages, so they had to study it on their own. When he explained the XIX and XX centuries (especially the Civil War, which featured with some debates and films), he lacked time and led him to give only general schemes for Franco's regime and present-day Spain<sup>3</sup>. The teacher's planning is not very adequate as it is well behind compared to other groups, especially bearing in mind the classes ended in May, before other courses at the center<sup>4</sup>. She also specifies not being aware of the possibility of choosing one of the two options the selectivity permits, which is equivalent to expanding only half of the topics suggested by the coordination (remember that they were 59.7%). The influence of external tests on the planning and the teachers' practice are clear both in the analysis of the documents and in the participant's valuation. According to the data, our questions would be: Is the selection of the coordinator significant and relevant? and How does it affect the materials used and works in the History of Spain?

### 3.3. Teaching processes and teacher's aids

The teaching processes are fundamental for all the tasks of the subject and for its learning. Since this research line started it has constituted a dimension concerned on knowing how the classes are usually developed. In this case, we asked the participant the description of a regular class collected in the questionnaire, focusing on what was done from the arrival of the teacher to the end of the class, table 1. We can interpret that, although the classes are conceptualized as traditional, the clarification of the phases in which they are developed show an interaction beyond the merely formal, including previous knowledge, the use of the present and the inclusion of the participant in that moment of History

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<sup>3</sup>"Everything would be studied the same way (...). Despite that, it could be seen that there were a great number of sessions for the third block of the XX century. The teacher taught the entire first block focused on the historical roots of Spain in the same way, it should be noted the emphasis he puts specially to the art and culture inherited from the Muslims after their presence in Spain, well, he stressed many times their important legacy and the meaning it has nowadays. Besides, he hardly taught the crises of the low middle age, so we studied it by ourselves. The block about the old regimen crisis and the liberal revolution was the largest and his explanations were more exhaustive and specific (...) we dedicated quite a few sessions to the topic about Elizabeth the II. The third block centred on Spain between two centuries, we deepen into the civil war watching movies and debating about it but since the course was ending, he only put a scheme with scarce traits about the Franchoise regime and we did not study the current Spain". (9007.II.3)

<sup>4</sup>"The importance to the present without neglecting the past, well, my teacher did the opposite, maybe because it was the first time, he taught second year of high school and he did not know the classes stopped at the end of May (...) he spent lot of time to topics such as the Roman presence in the peninsula. Compared to other two teachers who taught history of Spain in my institute, he was totally behind schedule. In such way, we finished the first quarter only studying the Romanization, Al-Andalus and the Cristian Kingdoms, when we should have started the crisis in the old regime (...) the las week of the course he decided that it was important for us to know in general terms what the Franchoism regime meant and in one class he did a scheme about it. Thus, it is possible to see the great differences established between what it is really taught, and what it is supposed that he should have taught". (9007.II.6)

(Wilson (2001), Nokes (2018) and Woolfolk (2019). Understanding teaching aids as -activating, elaborative, consolidating, and illustrative, table 1- it is evident the participant's description refers to the classroom, but -as we will see later- they will be important when we analyze the tasks the participant performs in her home (off-line), precisely when the textbook, the teacher's notes-materials, the participant's memory, and other information she has, help her writing the themes and the comments of the text.

The *activating aid* -according to the participant it is about 5 minutes - she indicates the teacher's interest to make the students aware of starting the class and get their attention, specifying the moment of the student's arrival, the routines followed to start, the preparation to study the new content and the previous step. The next is *the elaborative aid*, its main purpose is helping students to understand the contents, but we cannot forget the understanding will be the basis for her studying and doing the tasks at home. To do this, the teacher's concern is relating the new content with the previous, he explains it, uses different resources, and tries to maintain the attention and student's interest. The *illustrative aid* is carried out at the same time as the elaborative one and with this aid, in addition to make the subject attractive, it helps the students to participate with the facts they are studying, comparing them with the present or including anecdotes and gossip of the moment. Finally, the *consolidating aid*, linked to the closing of the class has a fundamental presence in the last 10 minutes when it clarifies doubts, but also provides other spaces and moments for consolidation, including if it is necessary, the beginning of the next class.

Table 1: *Activating, elaborative, consolidating and illustrative aids*

Activating Aid			
Arrival to the classroom	Starting the class and Control	Actions towards content	New content presentation
a) The teacher was always in the class before we arrive, he was very punctual. b) We always started five minutes later because it took us a while to get the class.	a) It started when we all sat down b) we knew the class started when he closed the door and no longer let anyone in. c) To start he called the roll call.	a) He used to ask to a colleague what topic we were studying before explaining b) he asked general questions about what was explained in the previous classes, he always started by asking questions to the students c) and a short reminder about what we studied the day before,	a) so, he established the previous as a cause b) and he used the PowerPoint to start the explanation.
Elaborative Aid			
Relationship with the previous one	Presentation of the content	Resources	Keeping attention
a) He always started the class with a typical phrase that he repeated throughout the entire course ("as we saw the last day") and b) then he synthesized what was learnt and	a) he started with the slides, b) in which many times he used the board c) to make a chronological axis d) or maps that he asked to the school department	Slides Board Chronological axis Maps	a) He walked from one side to the other, he passed by the tables so that everyone could pay attention to him, b) because some students took their mobiles and spent classes texting with people, c) when he got tired, he sat on the arm of the chair and he taught us from there, d) sometimes to entertain us he made jokes about any character from that epoch. e) If there were incidents, he threw the students out the class. f) but he did not waste any minute of his class.
Consolidating Aid			Illustrator Aid



Clarification of doubts	Close	Use of the present
a) When we had doubts, he asked to leave them for the last 10 minutes of the class, b) in which he engaged answering doubts and re-explaining misunderstood sections c) If he saw you did not understand, he would ask us to go to the school department during the break and he would explain it until you understood d) if he could not answer them or if they could not meet, they would go to his office, e) or if not, the next day as soon as we started, he gave us an outline explaining the section where we had doubts.	a) Definitely he always made a general analysis of everything; he compared the situation, for example, the crisis in Spain or the unemployment with the current situation. b) When the class was over, he always looked for interesting things about the topic we had studied and internet to motivate us towards the subject, c) and we had a kind of debate about whether it was interesting or not. d) The end was always dedicated to watching videos, showing photographs f) and although the doorbell rang, he always liked to see the doubts.	a) In the class of History, he referred a lot to current situations so, we can realize about the importance of the moment, b) he told us about current gossip to motivate us and c) he compared historical characters with famous people like Belen Esteban.

Source: legacy NicolásMartínez-Valcárcel and Martha Ortega-Roldán (NMV-MOR)

Collectively the aids are focused on the teacher's explanation (he is concern with the students' understanding of the content), the aids acquire an invasive dimension when the student is in the classroom (Ruano, Sánchez, Ciga and García, 2011), but their help will be more guiding when the participant writes the topics and the comments of the text at home. The teacher-participant interaction is clear in the classroom: he explains, inquires if the students understood by asking them questions and asks for answers that confirm them, clarifying the doubts. However, when it comes to work at home, this last action has an elaborative character in the construction of the topics and comments of the text. In short, it can be identified in the teacher's explanations that to facilitate the understanding of the contents, he selects, organizes, integrates, and encourages the participant's reflection, although we have some doubts about the meaning of that reflection.

### 3.4. Resources in teaching History of Spain: textbook and teacher's notes-materials

The analysis of the teacher's notes-materials and the textbook is carried out by studying the participant's traces left in both documents. The teacher's notes-materials are the resource used fundamentally in the teaching-learning processes. They contain nothing more than the content - usually in a scheme - of the events and great periods of history. The structure of all the topics is reduced to the author's text and four documents. There are 39 pages in total (37 of topics and 2 of documents) with an irregular development, between 5 and 9 pages. They do not have illustrations, chronological axes, photos, etc., but the participant clearly expressed that she began each topic with diagrams and films, quotes to the present, etc., but we do not have that material. There are student's working traces on 23 pages, 62.17%, table 2.

The teacher does not handle the textbook in class -although he follows it almost totally-, but the participant has it, she works with it at home, leaving traces of its use; she acquired it from another classmate (Editorial Santillana, 2009). The participant has left working traces on 145 pages (32.3%) a third of the textbook. The main use has been in the text made by the authors in the topics, 137 of the 306 (44.8%) pages, closer to half of the proposal made by the textbook. The introduction to the topics has the participant' working traces only in 20% and the activities related to selectivity only 1%.

The analysis of the topic gives a precise result of its use. It is worth highlighting several general observations on table 2. Indeed, the political perspective of history is emphasized and the economic, social, cultural and references to America are not present. Very clarifying is the participant's general valuation of the syllabus that was developed in the classroom and that helps to understand the presences and absences due to the influence of the selectivity and the teacher's programming, clearly contained in other teacher's notes-materials and in the textbook.

The importance the teacher gave to Muslim culture contrasts with the little time he dedicated to the Late Middle Ages (which is studied at home by the participant) and in class he hardly explained the Christian kingdoms. She highlights the time and depth with which the XIX century was taught; in this regard we can perfectly identify the traces in the textbook with the absences that have been noted. The figures of the two monarchs of the restoration (Alfonso XII and Alfonso XIII), are barely explained, emphasizing, as the participant declares, the civil war was taught with films and

debates and she points out Franco's period and especially the present-day in Spain remained out of the program taught in the class. Table 2 collects the data, showing the influence of both the proposals of the selectivity and the teacher's convictions.

Table 2

*Number of pages of each topic in the textbook of History of Spain, Santillana and in the teacher's notes-materials*

Topic	Textbook			Notes-materials		
	Page	With marks		Page	Without marks	
1.- Roots	15			6	4	66.6%
2. Al-Ándalus	17	11	64.7%	5	3	60.0%
3. Christian Kingdoms	19	7	36.8%			
4. Catholics and Habsburgs	26	12	46.2%	9	7	77.7%
5.XVIII Century	18	9	50.0%	7	4	57.1%
<b>6. Crisis and Liberalism</b>	16	13	<b>81.3%</b>	5	3	60.0%
7. Isabel II	20	9	45.0%	5	2	40.0%
8. Six-year term	14	6	42.9%			
9. The Restoration	20	6	30.0%			
10.Economy XIX	16	-			-	
11.Society XIX	18	-			-	
12.Alfonso XIII	22	8	36.4%			
<b>13. II Republic</b>	20	19	<b>95.0%</b>			
<b>14. Civil War</b>	20	15	<b>75.0%</b>			
<b>15. Francoism I</b>	13	12	<b>92.3%</b>			
<b>16. Francoism II</b>	12	11	<b>91.7%</b>			
17.Current Spain	20	-		-	-	

Source: legacy NicolásMartínez-Valcárcel and Martha Ortega-Roldán (NMV-MOR)

As can be seen, the study of the traces indicates the influence of the topics suggested from the selectivity coordination, but also the teacher's own convictions and the pace he taught the topics, lacking time to adequately teach the XX and even the XIX century, as the participant commented. The analysis of the traces left and the participant's descriptions/evaluations, show the reality with which it was taught, absences, deepening, working at home or presentations of schemes due to lack of time.

### 3.5. The academic Works

The topics and comments of the texts written by the participant (based on the working traces that are in the teacher's notes-materials and in the textbook) when working at home involve four phases: 1) attention in class working with the teacher's notes materials, 2) studying at home, first expanding the information and then developing the topic in its constituent sections, 3) handing in the work to the teacher (who corrects it) and, 4) again at home, the participant reviews the teacher's observations and introduces in the tasks, or not, the information or the changes suggested.

We have called intermediate texts in construction the participant's tasks, and they contain the processes followed for their writing. These documents will be the reference for the participant and the selectivity tests. Due to its importance, we will dedicate a brief reference to the traces and homework.

#### 3.5.1. The traces

The term trace, according to the 5<sup>o</sup> meaning of the Royal Spanish Academy (2020) determines it as "the trace, sign, vestige that someone or something leaves" In this sense, it indicates "real users" (Pasquale 2018) use the textbook and the materials leaving in them cross out, extensions, highlights, diagrams underlined, etc. Its existence allows the analysis and interpretation of the contents, taking into account Martínez-Valcárcel and Alarcon (2016) study where



they typified the traces found in the textbooks and the teacher's notes materials, helping to understand their role, specifically the traces appear:

*In the author's text* or in the iconography, they highlight the most important content: underline the relevant, rejecting contained information, small modifications, and numerical ordering of the information.

*On the lateral sides* or in the blank spaces of the pages that some textbooks have, more complex information is recorded in them, schemes and clarifications or extensions developed by the teaching staff.

*On the lateral sides but with external materials* such as: blank sheets with clips or post-its. In those the more extensive information is registered, the teacher's work and the extensive summaries.

*At the top of the page*, normally appears information referring to the agenda: dates, evaluations related to the syllabus, indications about what is not studying or about its importance, etc. (p.145)

When we analyze the theme and the comment of the text, the importance of its location in the different resources of the textbook will be display.

### 3.5.1. The homework

The participant's writing of the themes and comments of the text supposes the existence of different classrooms and home environments (but also the friend's homes, travelling time, libraries, etc., Pasini and Tonini 2020), where she carries out her tasks (Walker 2007 and Parra 2017). Specifically at home environment we can identify, for the tasks she performs, Marzano and Kendal (2007) proposal: the decision to work on History of Spain (Self-system), The planning of the phases she has to carry out (metacognition) and implementation in which she uses the different cognitive processes (memory, comprehension, analysis and application) expanded in (Martínez-ValcárcelCoord. 2021).

### 3.5.2. The processes in the elaboration of the themes

The participant's traces left in the textbook and in the teacher's notes-materials allows us to visualize the use of the macro rules of omission/selection of the content-for the *development of the topics*-and the generalization/interaction, for their *introductions and the conclusions*. The identification of main ideas (perfectly visible in the traces left), are highlighted in the teacher's notes-materials and in the textbook, following the teacher's guidelines and aids in the classroom. Likewise, when we contrast the information in the teacher's notes and in the textbook (emphasizing the traces), it is noticed that the participant handles more extended information than the one provided in the teacher's notes-materials.

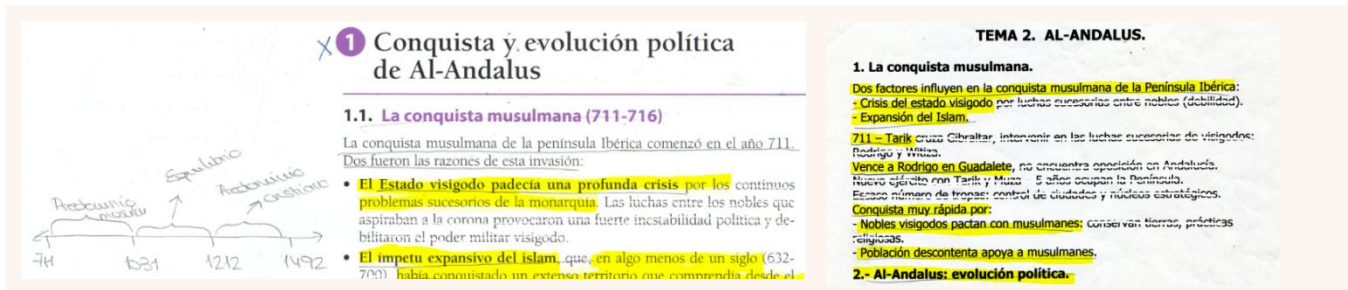
For the analysis and interpretation of the topics the "Al-Ándalus: political evolution" has been selected, since it is the one the participant did in the selectivity. It was also the second one she wrote, it permit to contrast one with the other, while appreciating the changes the participant did. The participant does this work at home; to do it she has the memory of the class, the teacher's notes-materials, and the textbook. She works and underlines them according to what she thinks is relevant and she left traces in both documents (figure 1). From all this information, where the teacher's aid is present, she does her work in two pages, figure 2, which we only exemplify the introduction and the conclusions of the theme.

Figures 1, 2 and 3, show the construction of the process of each topic, permitting us to know how the participant selects and expands the information in the textbook and in the notes-materials, recovering the information from her memory and the materials (Marzano and Kendall, 2007) with the goal of working the theme. In the introduction we observe both the participant's narration, as well the teacher's remarks after she presents the theme, and the teacher returns it to her. The first interpretation points out the teacher- participant interaction, off-line, demonstrating the "teacher's aids" are not limited to the classroom.

Clarifying the originality of the study, it involves identifying the sources the participant used for the narration. The introduction is personal- it is the second she has done- and we cannot find the wording in the notes-materials or in the manual. The teacher's assessment is critical "You must be careful with the written expression", apart from the internal corrections on the terms, dates, and ideas. It should be noted that in the introduction of the previous topic "Roman Hispania" the teacher remarked to her "This cannot be left like this", but in the next one "The Christian kingdoms" he comments "I like this introduction". Learning to write is a process and analyzing the different introductions we notice her improvement due to the "teacher's help", the participant's work and will, who wishes to achieve a consistent learning with the demands already set. In the study of the development of the theme we can verify the participant works

at homewith the textbook expanding the teacher's notes-materials information and after that she transfers them practically equally in her narrative: "The Muslim conquest occurred for two reasons: the Visigoth state suffered a serious crises due to succession struggles and the second one due to a great expansion of the Islam..."The teacher, once again off-line indicated in the narrative "You have to explain the reasons and connect the sections better"<sup>5</sup>.

A similar analysis occurs when we studied the conclusions, because from the teacher's appreciations on the topic Roman Hispania "This is rather an epilogue, a conclusion assessing the importance of the topic is missing", he goes on commenting on the Al-Ándalus topic "You must be careful on your writing, you must avoid meaningless phrases or unclear expressions" and in The Christian kingdoms the teacher commented "Very good topic". A learning path is evident (more or less formal) and a very clear evidence of the "off-line" teacher's aids and the necessary research about the processes followed in the teaching of the History of Spain, without underestimating, of course, the studies focused only on the results.



Figures 1. The textbook (pp. 30) and 2 the notes-materials. Highlighted content to make the reading easier. Source: legacy NMV-MOR

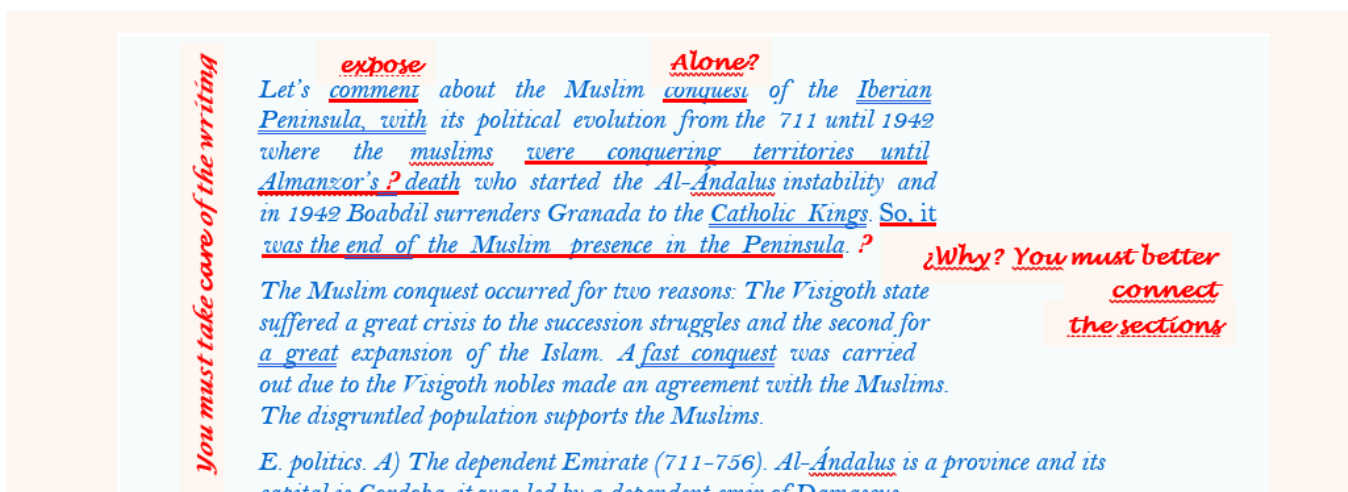


Figure 3. The participant's written text on the Al-Andalus topic. Source: legacy NMV-MOR

### 3.5.3. The processes of elaboration of the comments of the text

The comments of the text are a new discursive genre and needs to be learned. Although there are some similarities with respect to the themes in the process of elaboration, the comment of the text carries significant variations Martínez-Valcárcel (Coord.) (2021). In the first place, because the comments of the text need historical contextualization, and this means looking for the references of the content in the themes the participant already did. Second because it starts from a different structure, since all the protocols of the comments of the text and the organization of the answers (typology, analysis, contextualization, and conclusions) are provided by the coordination of the selectivity.

This fact implies that both the teacher and the participant will use these protocols for the comments of the texts, recording all the important ideas for their writing, figure 4. Thus, these works are generated from the text comments protocols, the underlying theme, and the teacher's aids. With all that information, the participant elaborates her

<sup>5</sup>A more detailed study can be seen in Martínez-Valcárcel (Coord.) 2021.

comment of the text with her personalized writing than the one she did in the themes. The comment of the text selected for our analysis and interpretation was the first one she did in the subject. Some *articles of the Constitution of 1812*, figure 4, because she changed the discursive genre after writing eight themes. Indeed, the teacher noticed this fact, both in the development of the theme related to, Las Cortes de Cadiz where he suggests “you must better explain the constitution”, and in the text comment itself, since the teacher shows it is not written from the same structure of the themes.

The work finished in the classroom and the traces left in the comment protocol, figure 4, collects useful information for the writing the participant must carry out. It categorizes the articles into four blocks- the nation, the rights and duties of citizens, the determination of the powers, and restrictions of the monarchy- and highlights some clarifications in each of them to use as a guide when writing it. In the block of the nation when she talks about the Independence, she emphasizes in her notes “*it does not belong to anybody (that is to the King)*”; for the block of the citizens’ rights and obligations, she emphasizes expanding it “drawing attention”-that is keeping it in mind when she writes the document- and also underlines four phrases “*obliged, it is composed of, love for the country and the catholic*”. In the third block he points out about “*the organization of the division of powers*” and underlines the terms “*to do, to execute, to apply, the courts, meeting, deputies and appointed by the citizens*”. The last annotations have a guiding or evaluative nature, which will be useful as ideas for the subsequent writing. Thus, we verify the following annotations: Art. 172 (...) “*In this article we observe despite the fact in the article 15 a shared sovereignty is understood, this article makes clear the real sovereignty (...) Why the catholic religion is the only one (...) We know they are unicameral courts (...) They were written in Cadiz because (...) CONTEXTualize (sic)*”.

The scheme of study, emerging from the task carried out in the exam protocol of the comments of the text, it is an evidence of the participant’s selection, highlighting the important ideas, categorizing the articles, emphasizing some terms, and pointing out some of the questions to be asked in its elaboration. The synthesis in the scheme provides a basis for the participant’s work and we place it in what Lucero and Montero (2006) call nodes, Sánchez (2009) the teacher’s guidance aid and Montanero and León (2004a) the effect-cause structure. Figure4.

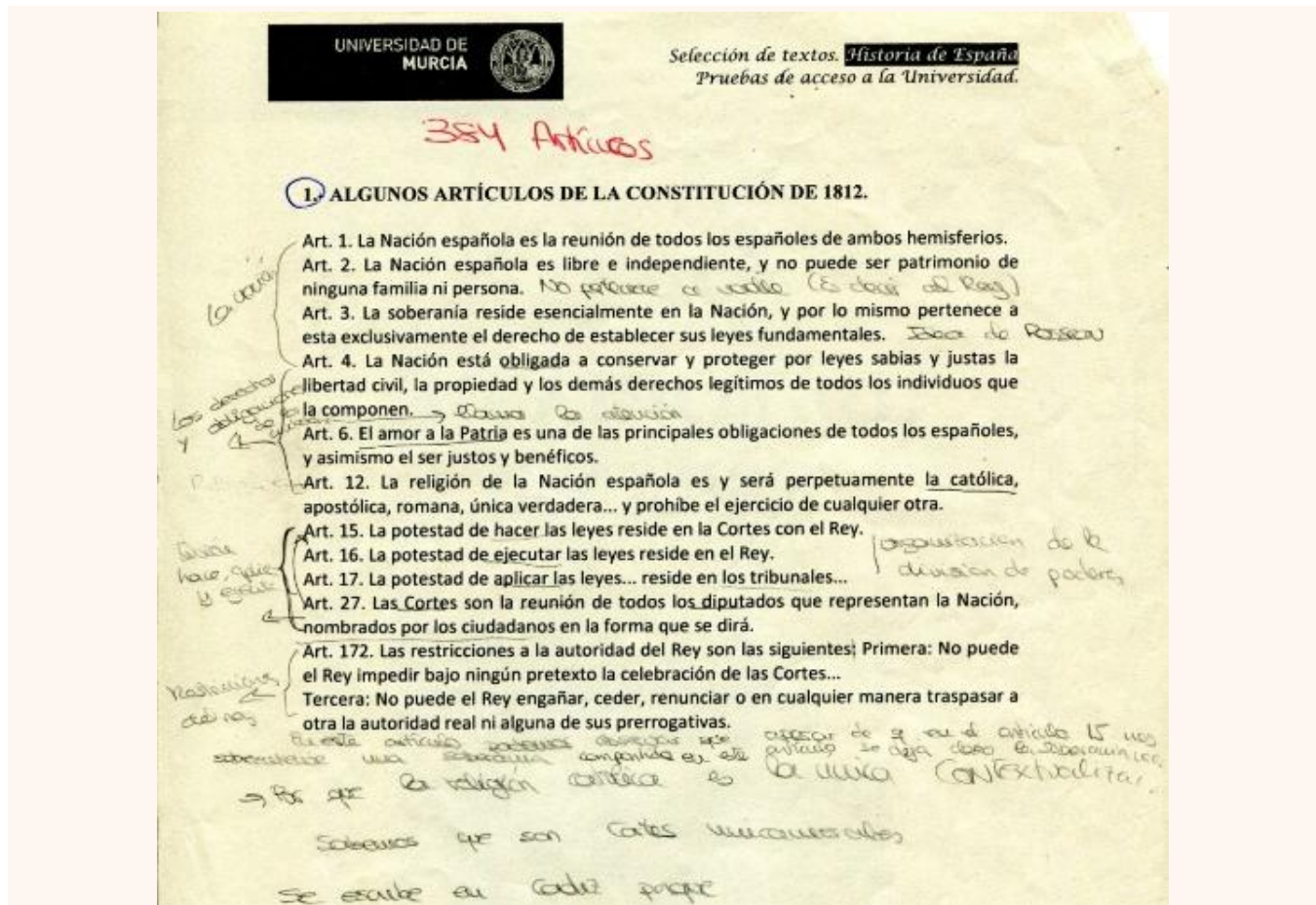


Figure 4. The comment of the text protocol. The participant’s traces. Source: legacy NMV-MOR



According to the information we have analyzed, the participant does her work, the teacher's evaluation is low, but it improves in the following work, reaching an average mark that coincides with the one the participant declares she obtained in the selectivity. In this article we highlight the categorization, introduction and conclusions. In the introduction it is possible to observe an acceptable wording in the grammatical structure and development of ideas. The referential inferences are present and lead the participant to search in her common vocabulary for words better known for her, such as *in a liberal way*.

The organization is missing in the writing of the comment of the text, but it is acceptable. It is also necessary to investigate the references she could use and appreciate the degree of originality in the comment of the text. In the teacher's notes-materials we did not find any similar text and in the text book there is an example of the comment of the text about the 1812 Constitution, however there are not any participant's working traces (pp.152 y 153) and the writing has nothing to do with the participant's work. On the other hand, the proliferation of information available on the Internet is very wide, despite this we did not find (in the consult carried out), referents which permit us to identify them as direct source in the participant's writing. In the teacher's suggestions we find two types of improvement.

On one hand, *the details in the terms the participant used*, the teacher points out to the participant the Constitution is of "legal-political nature", "it was promulgated in 1812 and it is a fragment of..." "it is not anonymous, but it was drawn up by the courts and the collective group it is addressed to the nation" On the other hand, the indications such as *phrases she needs to improve* "it was made in a liberal way (...) it is a primary source, since it was written at the epoch these laws were established (...) liberal progressive".

The conclusions follow an interesting scheme in the comment of the text. It starts from a valuation she calls text (she should refer to the Constitution) and points out that it could have brought Spain out of the cultural backwardness and improve purchasing power. They continue with the cause that avoids it to happen- the return of Fernando VII- and some consequences-conflict between the King and the national sovereignty-, which are aggravated by the Independence of America, which pass from autonomist creoles to overseas nationalism and an armed insurrection. Likewise, she highlights the importance of the Constitution in other contexts, specifically for the Kingdom of the Two Sicilies. The teacher's final observation (albeit tautological) it is spot on because it indicates the difference between a theme and a comment of the text, "Fine but you must make more references to the text (explain the Constitution better).

The comment of the text is not a theme, it is the comment of the text", emphasizing she should not confuse writing a theme (to which she is already familiar), with the comment of the text writing (which has a different structure), to which we have to add the teacher's comment on topic 8 of the Cortes de Cadiz "You should better explain the constitution".

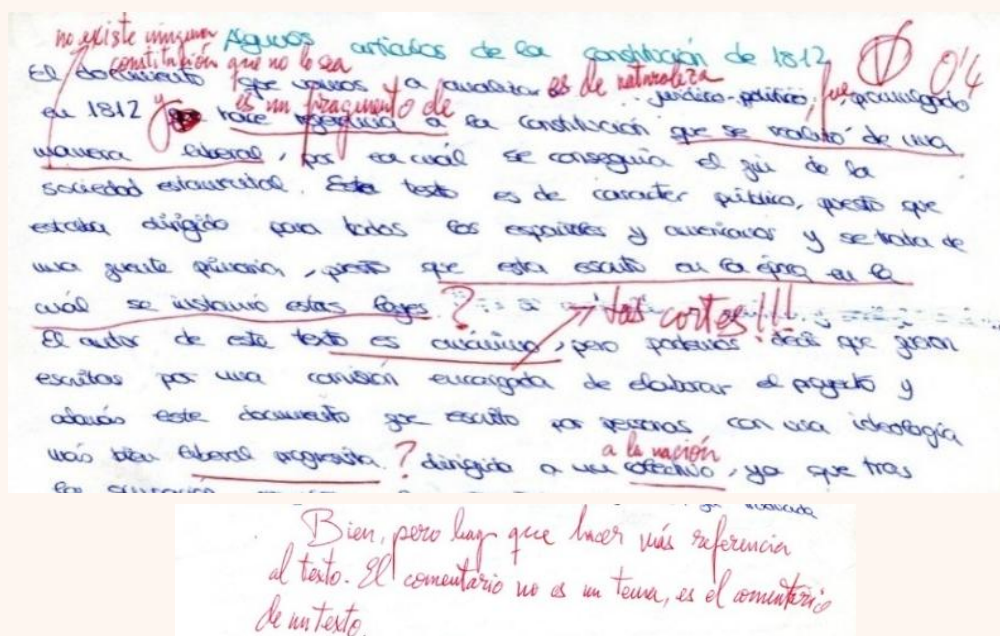


Figure 5 The participant's wording. *Classification of the comment of the text*. Source: legacy NMV-MOR

### 3.5.4. Discursive analysis

The discursive analysis allows another interpretation of the participant and the teacher’s traces left in the themes and in the text comments. Both keep a communicative process (off-line) in these works, which we characterize as *intermediate texts in construction*, that is as empirical examples of a discursive genre constantly evolving, as a product of the interventions and modifications both agents did.

On the other hand, these *dialogues* between teacher and participant in the intermediate texts reveal the collective construction of knowledge and the text between the school framework that continues at home, as well as the constitutive polyphony of any text, that is, the participation of different and multiple voices. In this case, the participant’s proposed text (theme or comment of the text) is made up of the teacher’s voice participation (the teacher’s aids that we have pointed out on several occasions), from her textbook, other classmates’ works, the memory of the classes, the motivational resources already explained etc.

These explicit dialogues account for the twists and turns of the text and, therefore, the collaborative writing between both the teacher and the participant. Thus, we can identify the teacher’s interventions tending to *specify concepts* (No, the Courts, the Republican parties) *the reorientation of the content* (this is no clear, better indicate you start talking about the practice), *to improve the structure* (conclusion?) and *to show moments in which the dialogue becomes explicit*: the participant rounds up a concept (caciques) and makes a marginal note: Do I put something else about the caciques? and the teacher answers: Yes. Figures 6,7, 8 and 9.

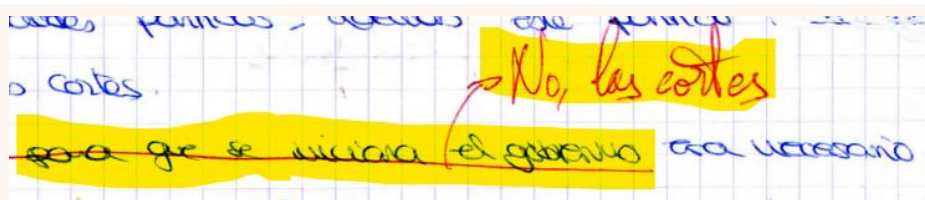


Figure 6. Conceptual details: changes: Courts, not the government, as the participant wrote. Source. Legacy NMV-MOR

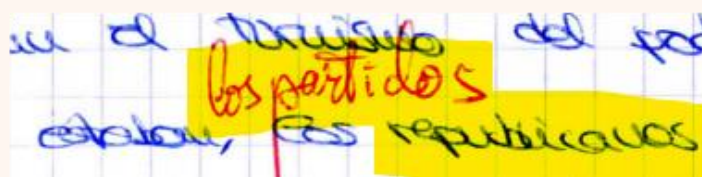


Figure 7. Complete: The republican parties were there. Source. Legacy NMV-MOR

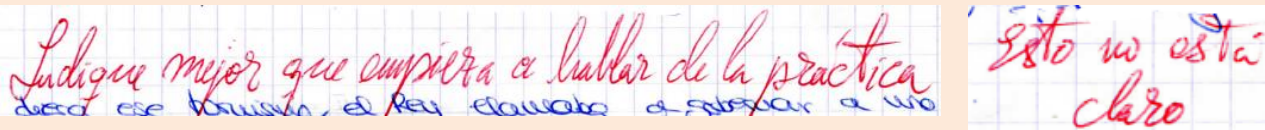


Figure 8. Reorientation of the content: better indicate that you start talking about the practice. This is not clear. Source. Legacy NMV-MOR

Do I put something else about the caciques  
Yes

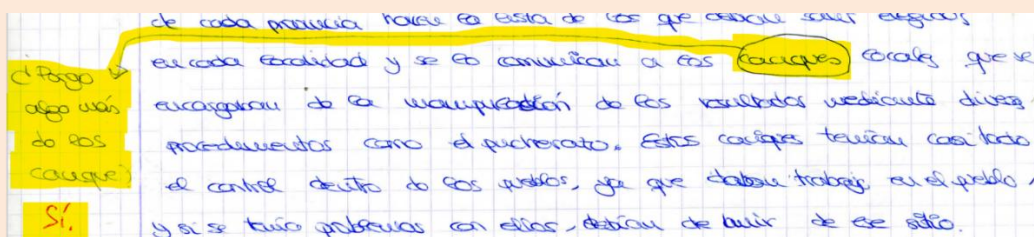


Figure 9. Explicit dialogue around the concept of “caciques” rounding up the wording. Source. Legacy NMV-MOR



### 3.6. Informal learning: emotions and planning a talk

Research work on issues in the daily life of students, which are considered relevant for their training, are not usually carried out with the same students with whom the academic results achieved in this subject are investigated. In this paper we address emotions and how to design a talk on the subject that the participant has studied *The Democratic six-year-term*. Both works show the influence this subject has beyond the academic context.

#### 3.6.1. The emotions

For the analysis and interpretation, we start fundamentally with Damasio (2013) and Haidt (2003) proposal and considering the one from Kleef, Chestin, Fischer and Schneider (2016); Cova, Deonna and Sander (2015) and Tsyrlina-Spady and Lovorn (2017). Specifically, the following emotions are analyzed: shame, guilt, indifference, indignation, admiration, gratitude, pride, identity, and commitment. We have already studied and analyzed social emotions and published in previous research, with interesting results. Precisely we believed Damasio (2013) reference is relevant for this study, as it presents a more focused perspective on the nature and the importance of human feeling, we take it as a foundation of our mind and wondering, as the author does How would we have evolved without the ability to respond to others with sympathy, affection, shame etc.?

We have linked his proposal with the subject of History of Spain, being aware of the difficulty this entails, but also the usefulness it has knowing what this subject can develop in this field of training. The results emerging from the analysis and data interpretation show the value of the participant's narration, the coherence and grammatical construction, the use of elaborative inferences, the personal contributions she explains and the value of the facts, from a global perspective for her where the values are included and, therefore the need to include references for their analysis. Thus, for instance she emphasizes the characters' positive and negative value (linked to the exercise of power), the ideas of improving the social and educative level (economy, democracy, etc.) the power of seduction of the constitution when it comes to move forward, the fight for the vote, the need to improve in education, the pride that is possible to feel, her personal commitment with the society, etc. The analysis and interpretation of social emotions, has made possible to identify what Burke (2006) points out Who is emotional? What emotions redeveloped? and even ask about Rosenwein (2006) proposal of "emotional communities, in which the historians want to know the feeling systems underlying big and small social groups.

With a much more focused sense in the students' learning achieved in this subject, this possibility should be explored, the scope it might have and in what extension we can speak about an emotional community developed in the subject of History of Spain. Likewise, what Scheer (2012) mentioned has been identified in the practices: cognition and emotion go hand in hand, and they developed at the same time. This information has been collected, bringing to mind Plamper (2014) enquires "How are we going to know what people really felt if they kept that feeling for themselves and they did not leave any record? What do we do with the emotions we did not find in the source material? (p.26) and What is the teacher's role?

#### 3.6.1. Planning a talk

Planning a talk about the democratic six-year term is one of the topics of the subject of History of Spain, which the participant wrote in the commentary of the text of the selectivity, specifically *the resignation of the throne of King Amadeo of Saboya*. For the writing of the comment of the text, it was suggested a different structure to the one in the themes. Thus, providing her another learning framework (which allows her to identify the learning contents and incorporate them in a different organization), with interesting and encouraging results to continue researching as we will see as follows. It should be noted, when we refer to the contents, the structure the participant uses for the talk and, above all the characterization and uniqueness with which she emphasizes each section of that period. She highlights the following: for the Revolutionary Juntas *the democratic ideology*, for the provisional government *the social ideal*, for the Amadeo's reign *the valuation of a person, contrasting with other Spanish monarchies and counterfactual History What would have happened if...?* for the I Republic *discouragement and explicitly expressed personal opinions* and, for the end of the period marking the end of the *I Republic* and Alfonso XI reign with the *dictatorship and restoration concepts* figure, 9.

The value of these contributions and their orientations to develop the talk exemplify very well that the participant would like to convey, the idea of forming a better country, the spirit of fighting encouraged the glorious revolution and the desire to change the country. In the previous sense, we can say the participant has a high level of maturity, in what Souto, Fuster y Sáiz (2014) explained when the students were involved in solving social problems "we have shown the students can reach high levels of explanatory maturity if the evaluation projects are developed to take into

account the resolution social problems". (p. 164). On the other hand, Barton in 2014 affirms that a good learning of History is reached when the students are historically involved, they see themselves as actors and people who can influence in the political life, since they know those who are responsible, the reasons they had and the results they produced. Likewise, they are aware of the perspectives or empathies generate, they know and understand what the values, attitudes, and beliefs of those were who lived in the past and in the present, they understand their ideas and those of others. We can also point out that data and evidence are known and used (critical management of sources) since historical facts are supported for the evidence and required reasoned judgments to support our positions. Thus, in the participant's work, we can identify quite a few of the characteristics Barton refers to as good historical learning.

- 1 I would mention interesting facts such as the formation of the revolutionary juntas in different capitals with democratic ideology, universal suffrage, reduction of consumption and quintas, defense of the middle and working classes.
- 2 I would stand out the ideals of the provisional government, with the association of the concession of rights, reunion. Freedom of press, religious teaching. Universal male suffrage for those over 25 years of age. Emancipation of the slaves' children born after the revolution... I would mention those as a social ideal that totally changes with respect to the previous history, and I would compare them with the principles that, for instance, Fernando VII followed in his reign.
- 3 I would also allude to the good intentions of the king Amadeo de Saboya, facing the loneliness in the power, the problems within his party, as well as the problems caused by the opposition and the social problems as the Cuban War, these will lead him to his resignation as King, and I would focus on what Spain could have been if this reign had been successful. I would ask questions such as Would the Civil War have happened? Would we have come to today's Spain faster? I would conclude with Amadeo's reign, establishing that he was a King who intended to renew the country, with a totally different ideology than the Spanish kings were used to and a renovation with a new dynasty for the power, neither the Bourbons nor Austria.
- 4 After emphasizing, I would announce the creation of the Republic, with Little hope of success, of its multiple leaders, intense social upheaval, the birth of cantonalism, it was born as a reaction to the possible right-wing of the Republic and the pressure to accelerate the implementation of the Federal Republic, political divisions among the own republicans and their failure and I would state my reasons that according to my point of view were the causes for the Republicans' failure.  
According to my opinion these are the causes:  
Why does the Republic fail in Spain?
  1. Lack of a true leader.
  2. Lack of coordination among the parliament
  3. Marginalization of many social sectors and neglect of social and economic problems
  4. The Cuban War and Carlist.
- 5 And finally, I would talk about the General Serrano's dictatorship, I would list the main characteristics of his policy, and how Cánovas del Castillo, taking advantage of the situation, was gaining sympathy for the return of Alfonso, the son of Isabel II, to be a King, with whom a new stage would begin in Spain which was in force the longest, the so-called Restoration through the bipartisan system that Cánovas del Castillo designed.

Figure 10. Contents of the talk Project. The historical periods have been highlighted with underlined italics and ideals in dark grey with white font. Source: legacy NMV-MOR

#### 4. CONCLUSIONS

The main point of this article has been to interpret the participant's productions (and her interaction with the teacher), chosen for their representativeness in this case study to reconstruct some dimensions in the processes of teaching and learning of the History. As more significant contributions we highlight the following. To know and analyzing the textbooks just as authors wrote them is a basic need, but not enough if we want to know how the teachers and students use them, as well as the relevance of including the didactic guides produced by publishers. The traces real students left when using that resource is one more step, but complementary. Teachers change and modify the content based on multiple dimensions, so that, also having the materials used by the teacher to complete and even replace the content, is again another step in the need to approach the teaching practice of the history.

Likewise, the influence of external and internal tests seriously modifies *the program of the subject*, already very extensive and with information selection needs. In this sense, having the teacher's program, the suggestions made from the selectivity (program and structure of the tests) and the official curriculum of the CARM for the subject, permits to take another step in understanding of what happens in the practice. Also verify that teaching is not occurring in a vacuum, but in specific places such as centers, classrooms, students' homes, time of the day, etc. In those spaces, *teachers and students leave records of their tasks through the traces* left in the documents they use; either those carried

out in person (understanding of the topics, direct dialogues between the teacher and the participant, etc.), or at home (preparation of the works, study, delayed dialogues between the teacher and the participant, etc.).

Again, as we have been pointing out, these dimensions explored complete our research line and, progressively, what we know about classroom practices. All these resources and processes bring us closer to that complex world that occurs when a door is closed (in the classroom or at home) and a teaching-learning process begins that predictably, will have *academic results*. Knowing them and having the documentation provided to the students (worked in the classroom and at home) or the one they create themselves, will allow further investigation into what has been achieved, since it makes not only possible to *know the result*, but also *the process*, which may be not clear enough if these documents are not available. It is evident that there are other instruments for obtaining information that would enrich this research line, for instance, the teachers' opinion (which we have already studied in previous research and publications), memory (in this case of History of Art, López-Castelló, (2021), direct observation (like that of Chaves, 2019) and like any work of this nature are steps to take, paths to travel and illusions to keep.

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