Strategies for teaching and dissemination of artistic heritage by promoting critical and creative thinking among future Primary Education teachers

Patricia Gutiérrez Rivas*

Research Group Studia Humanitates, Universidad Católica de Murcia, España

Abstract

The historical and artistic heritage of Spain is varied and has a great cultural wealth; however, it is necessary to know this heritage in advance before taking any action for enjoyment, preservation or protection. The importance of this knowledge is introduced in the curriculum of different educational school levels, which features in a prominent place. It is fundamental that future teachers first know the historical heritage of their surroundings to subsequently design strategies for teaching and dissemination in primary schools.

Thus, future teachers’ initial training must be fully based on a solid knowledge of their subject, mastering a variety of techniques and developing critical and creative thinking. The teaching of social sciences provides several opportunities to enhance and develop these intellectual skills such as analysis and synthesis, critical thinking, comparing and deducing, managing information and teamwork. These skills will become apparent through the design of different teaching strategies whose ultimate goal is that students in education degrees develop abilities to think and devise new and creative ideas through historical and artistic heritage.

© 2017 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (http://creativecommons.org/licenses/by-nc-nd/4.0/).

Keywords: critical thinking; creativity; teaching strategies; cultural heritage.

* Corresponding author. Tel.: 968278181; fax: 0034 968 307066
E-mail address: pgutierrez@ucam.edu
1. Introducción

This paper begins with a quote from the Spanish poet Antonio Machado, who once said that teachers should focus their work on love and provocation. With this quote, Machado was referring to teachers who deeply love their jobs, and those who encourage students to think by themselves. In this sense, if students do not first learn how to think, teachers will find difficult to stimulate their curiosity, creativity and critical reasoning. The objective of this research is to teach future teachers how to think on basis to the design of specific teaching strategies and the dissemination of historical and artistic heritage.

The absence of critical and creative thinking in college students and the lack of motivation to learn, especially in the subjects of history and art, is becoming a more common reality nowadays. As a response to this problem, some university lecturers have incorporated new methodologies with the aim of promoting learners’ autonomy and significant learning as well as making the contents more interesting to them based on their daily environment. Swerlig Sternberg and Spearman (1999) stated that teachers must train students who can manage and cope with problems, not consider the reason of things, or even if what they read in books is the most objective view of a historical fact, or initiated into their critical thinking, scaffolding learners’ strategies should be a great help for them. With this support, students will not only be able to think critically, but they should also infer, analyze and even pose different solutions to what was first told. In this sense, this procedure should be common in all universities.

This lack of critical thinking among college students is also accompanied by their limited conceptual knowledge and general culture. In recent years, before students started the subject of ‘Teaching and Learning Social Sciences’, they were tested on general knowledge based on their direct environment: history, heritage, customs and traditions of Murcia and Spain. Results were not only disappointing, but they have been getting worse year after year. 80% of students at the education degree are not interested in history and they do not even find teaching history useful. Besides, only 18% of participants showed some knowledge of history beyond some recent events such as the Spanish civil war or some relevant characters like García Lorca or Miguel Hernandez, whose exposure to them has been repeated since elementary school.

In addition, almost 70% of students participating in our survey agreed that the history they learned was repetitive and mainly based on memorizing facts. Results also showed that most students had not apparently been taught to analyze facts, to compare them with reality, to identify their origin, or to analyze the reasons why they had occurred or are still occurring. In short, it seems that they were not taught to think critically by themselves. To remedy this situation, we encouraged students to analyze the situation of Syrian refugees. Firstly, they had to identify the historical origin of this event, then they analyzed its consequences and finally they had to apply critical judgment to that situation. Students had to carry out this task by using either print or online media resources. At last, this task was linked to an in-class discussion about the topic; and as result students discovered that a discussion is not simply a means to express their points of view without any conceptual basis of background.

Similarly, based on the fact that current curricula of the subject of Social Sciences only focuses on the particular region or autonomous community where the students live causes that they only gain knowledge related to their immediate environment. Consequently, they cannot respond to questions based on history and geography contents from other regions. For example, if a student lives in the autonomous community of Alicante, they are not able to list historical events from the region of Murcia or vice versa. Therefore, it seems it would also be positive that student worked on strategies with contents that are not familiar to them, providing them with the opportunity to know the historical heritage of other regions of Spain.

Another sign that the teaching of history needs changes is related to the assessment of learning outcomes, which are the result of the importance that is given to the acquisition of conceptual knowledge. Although teachers are aware that assessment strategies require urgent changes, previous research suggests that testing, especially in the teaching of history, has an almost unquestionable supremacy in which conceptual and decontextualized contents excessively prevail over social reality (Calatayud 2000; Gomez and Miralles 2013; Trepat 2012). On the other hand, this type of assessment neither seems to develop language skills nor to require proficient written skills because learners are
دریافت فوری 
متن کامل مقاله

امکان دانلود نسخه تمام متن مقالات انگلیسی
امکان دانلود نسخه ترجمه شده مقالات
پذیرش سفارش ترجمه تخصصی
امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
امکان دانلود رایگان ۲ صفحه اول هر مقاله
امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
دانلود فوری مقاله پس از پرداخت آنلاین
پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات