

Implementation of a Digital Educational Resource for the Teaching of Colombia's Recent History: Memory and Citizenship Training in the Classroom

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Abstract

This study analyzes the implementation of a Digital Educational Resource (DER) designed under the TPACK model to strengthen the teaching of Colombia's Recent History for ninth-grade students. Using a qualitative descriptive design, the perceptions of 35 students and two teachers from a school in Montería were explored. Findings highlight that the DER fostered meaningful learning by connecting historical content with current realities, encouraging critical reflection and active participation. Teachers valued its interactive design, while students acknowledged its impact on the development of citizenship and digital skills. However, areas for improvement were identified, including content expansion and teacher training. This study emphasizes the importance of integrating ICT into Social Studies teaching to promote memory processes and peacebuilding in educational contexts.

Keywords: digital educational resources, history teaching, historical memory, TPACK, ICT, citizenship education.

Introduction

In recent years, Information and Communication Technologies (ICT) have transformed various areas, including education, requiring institutions to adapt their pedagogical practices to integrate digital resources. In this framework, Digital Educational Resources (RED) have established themselves as key tools to enrich teaching-learning processes, offering teachers innovative solutions that facilitate access to knowledge and promote meaningful learning (Arias, 2015). However, in areas such as Social Sciences, and more specifically in the teaching of Colombia's Recent History, challenges persist related to the scarcity of relevant educational materials and the lack of didactic strategies that integrate ICTs effectively.

The teaching of Colombia's Recent History faces a complex context, marked by a symbolic charge linked to political, social and cultural problems that respond to the dynamics of the armed conflict. According to Villalón and Zamorano (2018), this type of teaching involves addressing recent historical events that are not only vivid in social memory, but are also often associated with violence and pain, which poses significant pedagogical challenges. In addition, there is evidence of a disconnection between the school curriculum and current social realities, which limits the critical and reflective training of students (Plazas, 2017).

In Montería, Colombia, these difficulties are compounded by the socioeconomic conditions of the students, many of whom come from displaced, Afro-descendant, or vulnerable families. This panorama highlights the need to design innovative pedagogical strategies that address both political formation and memory processes, integrating technological tools that enrich the educational experience.

The development of Recent History as a historical subdiscipline has questioned traditional postulates by exploring dynamic relationships between past and present (Kriger, 2011). In the Colombian context, this discipline is particularly relevant to understand the dynamics of the armed conflict, promote memory processes and train critical citizens. However, Sánchez et al. (2015) point out that teachers face obstacles such as lack of time and innovative teaching materials, which limits effective teaching of this topic.

In addition, the implementation of ICT in the classroom does not always translate into significant improvements in learning, especially if its use is limited to replicating traditional methods (Miralles et al., 2019). Therefore, it is essential to design digital resources that are not only technologically accessible, but also pedagogically effective, promoting active and reflective learning that connects students with their social and political environment.

Faced with this problem, this study aims to implement a Digital Educational Resource (RED) as a didactic strategy to strengthen the teaching of Recent History of Colombia, memory and political training in ninth grade students of educational institutions in Montería. This resource, designed under the principles of the TPACK model, integrates technological, pedagogical and disciplinary knowledge to optimize teaching-learning processes, promoting the active participation of students and the development of technological skills.

The objective of this study was to implement a Digital Educational Resource (RED) as a pedagogical strategy to strengthen the teaching of Recent History of Colombia, memory and political training in ninth grade students in educational institutions in Montería.

Theoretical Framework

The Role of Recent History in Citizenship Education

Recent History, as a historical subdiscipline, focuses on the reconstruction and analysis of recent events that directly impact today's society. Its importance lies in the possibility of connecting the past with the present, fostering a deeper understanding of contemporary social and political dynamics (Kriger, 2011). In contexts such as Colombia, marked by decades of armed conflict, Recent History not only contributes to processes of collective memory, but also promotes the development of critical citizens capable of reflecting on the ethical and political implications of these events (Villalón & Zamorano, 2018).

The teaching of Recent History faces significant challenges, particularly in its relationship with memory. According to Halbwachs (1992), collective memory is shaped by narratives that respond to specific interests and perspectives. In this sense, addressing sensitive issues such as the armed conflict requires a pedagogical approach that respects the diverse experiences and voices involved, while promoting a reflective dialogue among students.

In the school environment, the teaching of Recent History offers an opportunity to strengthen citizenship skills, such as empathy, critical analysis and active participation in the construction of a fairer society. However, studies such as those by Plazas (2017) indicate that teachers face limitations related to the lack of adequate materials and innovative methodologies that allow these issues to be addressed effectively.

Relationship between ICT and the Teaching of Recent History

The integration of Information and Communication Technologies (ICT) in teaching has transformed traditional learning dynamics, allowing access to new resources and methodologies that promote the active participation of students. In the case of Recent History, ICTs offer a unique opportunity to explore primary sources, analyze diverse narratives, and develop critical skills that connect the past with the present (Miralles et al., 2019). However, the effectiveness of these tools depends to a large extent on their pedagogical implementation, rather than on their mere presence in the classroom.

Digital Educational Resources (RED) are presented as an innovative alternative to overcome the limitations of traditional teaching materials. These resources, when designed with an interactive and competency-based approach, allow students to participate in activities that stimulate critical analysis and reflection on complex issues, such as the armed conflict in Colombia. According to Martínez et al. (2018), REDs not only facilitate access to high-quality educational content, but also promote collaboration and autonomous learning, fundamental aspects in citizenship training.

However, the integration of ICT in the teaching of Recent History also faces challenges. On the one hand, some teachers lack the digital skills necessary to implement these tools effectively, which limits their pedagogical potential (Sánchez et al., 2015). On the other hand, information overload and lack of adequate curation can make it difficult to access reliable sources, affecting the quality of learning. To overcome these limitations, it is essential to adopt approaches such as the TPACK model, which combines technological, pedagogical and disciplinary knowledge to ensure the effectiveness of ICT in the classroom.

The TPACK Model as a Pedagogical Approach

The TPACK (Technological Pedagogical Content Knowledge) model is based on the effective integration of technological, pedagogical and disciplinary knowledge to design meaningful learning experiences. According to Mishra and Koehler (2006), this approach allows teachers to articulate these three types of knowledge to select, adapt, and implement technological resources that respond to students' needs.

In the context of teaching Recent History, the TPACK model is particularly relevant, as it allows teachers to address complex topics through the use of technological tools that facilitate interaction, critical analysis and the construction of knowledge. For

example, REDs designed under this approach can include simulations, interactive timelines, and analysis of primary sources, promoting active and reflective learning.

In addition, the TPACK model emphasizes the need to train teachers in the pedagogical use of ICTs, overcoming the digital divide that still persists in many educational institutions. According to Koehler et al. (2013), this training should focus not only on the technical handling of the tools, but also on their potential to transform traditional pedagogical practices, fostering more dynamic and contextualized learning.

Methodology

Study Design

This study adopts a qualitative design of a descriptive type, focused on the implementation and evaluation of a Digital Educational Resource (RED) designed to strengthen the teaching of the Recent History of Colombia. This approach makes it possible to analyze the perceptions and experiences of students and teachers in relation to the use of the RED, highlighting its impact on learning processes and citizenship training.

Participants

The study was carried out in an educational institution in Montería, Colombia, with the participation of 35 ninth grade students and two teachers of Social Sciences. The students, aged between 14 and 16 years, come mostly from vulnerable socioeconomic contexts, which highlights the importance of pedagogical strategies that connect educational content with their social realities. The selected teachers have experience in teaching History and have participated in training programs in the use of ICT.

Data Collection Instruments

1. Semi-structured interviews:

- Applied to teachers to explore their perceptions of the design, implementation, and effectiveness of the RED.
- The questions addressed topics such as the pedagogical relevance of the resource, its ease of use and its impact on student learning.

2. Focus Groups:

- Conducted with students to collect their opinions on the RED and how it contributed to their understanding of Recent History.
- Topics included interaction with digital content, the relevance of proposed activities, and the development of critical skills.

3. Participant Observation:

- During the RED implementation sessions, the researchers observed the dynamics of the classes, recording interactions, participation and level of student engagement.

Procedure

1. **Design of the Digital Educational Resource:** The RED was designed following the principles of the TPACK model, integrating technological, pedagogical and disciplinary elements. The resource included interactive activities, primary source analysis, and simulations that addressed key events in Colombia's Recent History.
2. **Implementation of the RED:** Four 90-minute sessions were held, in which the RED was used to work on issues related to the armed conflict, historical memory and citizen training. The teachers received prior training to ensure the effective use of the resource.
3. **Data Collection:**
 - Interviews and focus groups were conducted at the end of the implementation period.
 - Participant observation was carried out during all sessions, recording data in field diaries.

4. **Data Analysis:** A thematic analysis approach was used, categorizing participants' responses around perceptions of the RED, its impact on learning, and areas for improvement. This process made it possible to identify key patterns and trends in the experiences of students and teachers.

Results

Teachers' Perceptions of the Digital Educational Resource

The teachers highlighted the relevance of the RED to address complex issues such as the Recent History of Colombia, highlighting its ability to promote interaction and critical analysis. According to the participants, the proposed activities facilitated the connection between historical content and students' experiences, fostering meaningful learning. One teacher said:

"The resource allowed students to better understand the dynamics of the armed conflict, relating them to their reality and environment. It was an innovative tool that motivated their active participation in class."

In terms of design, teachers valued the integration of interactive elements, such as timelines and analysis of primary sources, which encouraged student interest. However, they noted the need to expand the content of the RED to include more historical perspectives and diversity of activities.

Impact of RED on Student Learning

The students showed a positive assessment of the RED, indicating that the interactive activities facilitated their understanding of historical events and their relationship with the present. During the focus groups, participants stated that the resource allowed them to reflect on issues such as memory, justice, and peacebuilding. One student commented:

"I had never thought about how the decisions of the past affect us today. This resource helped us understand that history is not just something that happened, but something we live every day."

The thematic analysis of the responses revealed three main categories:

1. **Connection between history and current reality:** Students identified parallels between the historical events studied and contemporary issues, which strengthened their critical understanding.
2. **Interaction with ICTs:** Participants noted that the use of the RED allowed them to develop digital skills, in addition to improving their learning of historical content.
3. **Active participation:** The interactive nature of the RED encouraged greater participation and collaboration in class activities.

Observation of Classroom Dynamics

During the RED implementation sessions, an increase in student participation and engagement was observed. Activities based on source analysis and simulations generated thoughtful discussions, in which students expressed informed opinions on topics such as armed conflict and reconciliation. The level of interaction between students also improved, highlighting the value of RED as a collaborative tool.

Areas of Improvement Identified

Although the RED was widely valued, the participants pointed out aspects that could be optimized:

1. **Expanded content:** Include more historical examples and perspectives to enrich the diversity of the narratives presented.
2. **Teacher training:** Strengthen teachers' digital and pedagogical skills to ensure more effective use of the RED.
3. **Technical accessibility:** Improve the compatibility of the resource with devices of different characteristics, guaranteeing its use in contexts with technological limitations.

Discussion

Interpretation of the Results

The findings of this study confirm the effectiveness of Digital Educational Resources (RED) as pedagogical tools to strengthen the teaching of Colombia's Recent History, fostering meaningful and reflective learning in students. The implementation of the

RED made it possible to address sensitive and complex issues, such as the armed conflict and historical memory, in a dynamic and contextualized way, connecting historical content with the current realities of students. These results are consistent with previous studies, such as those by Miralles et al. (2019), which highlight the ability of ICT to promote interaction and critical analysis in the classroom.

Teachers valued the interactive design of the RED, which facilitated the understanding of historical events and motivated student participation. This finding reinforces the importance of integrating technological, pedagogical, and disciplinary knowledge, as proposed by the TPACK model (Mishra & Koehler, 2006). However, suggestions to expand content and diversify activities highlight the need to continuously adapt these resources to the needs of the educational context.

For their part, the students highlighted that the RED allowed them to reflect on the relationship between the past and the present, which contributed to the development of key citizenship competencies, such as empathy and critical thinking. This pedagogical approach is particularly relevant in contexts such as Colombia, where the teaching of Recent History has the potential to promote processes of reconciliation and peacebuilding (Villalón & Zamorano, 2018).

Comparison with Previous Studies

The results of this study are aligned with research that highlights the positive impact of ICT on the teaching of Social Sciences. For example, Martínez et al. (2018) identified that REDs foster more active and participatory learning, which improves understanding of complex topics. In addition, interaction with digital tools, such as timelines and analysis of primary sources, has been pointed out as a factor that motivates students' interest and enriches their learning experience (Sánchez et al., 2015).

However, this study also provides new perspectives by analyzing the implementation of the RED in a context of high social vulnerability, such as that of Montería. The findings underscore the importance of designing educational resources that are not only technically accessible, but also culturally relevant, connecting content to students' experiences and realities.

Practical Implications

The results have important implications for pedagogical practice and curriculum design:

1. **Context-Adapted RED Design:** It is critical to develop resources that integrate local perspectives and allow students to relate historical content to their own experiences.
2. **Teacher training in ICTs:** Training programs should focus on strengthening teachers' technological and pedagogical skills, ensuring effective implementation of the RED.
3. **Promotion of historical memory:** The RED can be used as a strategy to promote processes of collective memory and citizen training, contributing to the construction of a more reflective and critical society.

Limitations of the Study

Among the main limitations, there is the sample size, which can restrict the generalizability of the results. In addition, the qualitative approach used does not allow establishing causal relationships between the use of the RED and the learning achieved. Finally, the lack of a comparative analysis with traditional methodologies limits the ability to assess the relative impact of the RED.

Recommendations for Future Research

Future studies could adopt mixed approaches to combine the depth of qualitative analysis with the generalizability of quantitative methods. In addition, it would be valuable to explore the implementation of the RED in other educational contexts, as well as to analyse its impact on the development of specific competencies, such as digital literacy and citizen participation.

Conclusions

This study shows the relevance of Digital Educational Resources (RED) as tools to strengthen the teaching of Colombia's Recent History, promoting significant learning and citizenship skills in ninth grade students. The implementation of the RED made it possible to connect historical content with the social and political realities of students, favoring their critical and reflective understanding of events related to the armed conflict and historical memory.

Main Contributions

1. Impact on Student Learning:

- The RED promoted critical reflection on the past and its relationship with the present, facilitating the analysis of the ethical and social implications of Recent History.
- The interaction with digital tools encouraged the active participation of the students, improving their commitment and motivation in the proposed activities.

2. Assessment of the TPACK Model:

- The integration of technological, pedagogical and disciplinary knowledge was key to the successful design and implementation of the RED, demonstrating the usefulness of the TPACK model in the teaching of complex topics.

3. Promotion of Citizenship Training:

- The RED fostered key competencies such as empathy, critical thinking and active participation, contributing to the formation of more aware and responsible citizens.

Implications for Educational Practice

The results highlight the importance of incorporating digital resources adapted to the sociocultural context of students, as well as training teachers in the pedagogical use of ICTs. In addition, this study suggests that the teaching of Recent History can be an effective strategy to strengthen the processes of historical memory and promote the construction of a culture of peace in post-conflict contexts.

In conclusion, this study provides evidence on the potential of RED to transform pedagogical practices in Social Sciences, connecting Recent History with the realities of students and promoting learning that transcends the school environment to contribute to the formation of a more critical and reflective society.

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