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Title of the thesis:

*Museus i formació del pensament social en educació primària: una proposta d'intervenció didàctica*

*(Museums and teaching social thinking in primary education: a didactic intervention proposal)*

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Summary

Currently, one of the main purposes of teaching and learning Social Sciences is to develop social and critical thinking amongst students – that which is necessary to tackle social problems. However, museums, known as non-formal educational resources for teaching social sciences, generally neither develop didactic models from the critical view of teaching, and in most analyzed cases, do not apply methodologies that foster student participation beyond that of an attentive yet silent audience. This implies that the construction of knowledge allows one to achieve significant learning, if done correctly. This research aims to analyze how the educational services of the main museums in Barcelona work and evaluate the

vision of their managers concerning the importance of heritage education within the process of teaching and learning Social Sciences. This research proposes a model of educational intervention, based on a group of primary education, in a specific museum through solving a relevant social problem.

The initial research questions were: 1. How are students taught Social Sciences in museums? 2. Why is it important to teach Social Sciences in museums, and if they do teach it, what is the purpose of it? 3. What kind of Social Sciences contents do the educational services of museum develop for schools? 4. Can museums be an active agent in the process of construction of knowledge in Social Sciences in primary schools? 5. How should a model of educational intervention be in a museum? The methodological framework is based on a qualitative model, where instruments such as direct observation, in-depth interview and a field diary are used. Four museums in Barcelona were selected: Museu Egipci, Museu Nacional d'Art de Catalunya, Born, Centre de Cultura I Memòria Història and Museu Picasso.

The objectives of the thesis were: 1) Analyze how Social Sciences are taught in museums, with which educational purpose and what criteria for their education proposals; 2) Investigate the social representations of directors of the educational services of the museums when defining the different content and activities; 3) Analyze the influence that the ownership of a museum has on its educational function and; 4 )Assess the didactic proposals and activities of different museums to analyze why and how Social Sciences are taught to primary students

The theoretical framework is based on the idea that the use of heritage sources in the curriculum contributes to a progressive understanding of historical concepts by the students. Therefore, far from fostering a passive and contemplative attitude towards heritage and from aiming at, exclusively, attitudinal content that fosters respect for works and resources, the data and conclusions of the research allow to draw a type of critical educational intervention which bets decisively to give students an active, dynamic, participatory role, with methodological proposals regarding the interpretation of diverse historical services. Thus, the research

designed an educational invention based on a relevant social problem that allows a selection of key social concepts.

The conclusions showed that working with heritage education from new approaches and critical perspectives contributes to the development of the process of teaching and learning the Social Sciences and the associated competences, in a way that promotes critical thinking and acquiring skills. On the one hand, the educational material must be as significant as possible for students. On the other hand, it must support civic competences with the aim of creating an awareness among students of their participation in the construction of their personal and social development. Working with the Social Sciences on the basis of relevant social problems allows to arouse curiosity, to link problems with situations close to the students' reality and to know in depth their social representations.