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*Artículos científicos*

## **Enseñanza de la disciplina histórica escolar desde un enfoque contemporáneo: una propuesta de agendas investigativas desde la Web of Science y Scopus**

***Teaching School History Discipline from a Contemporary Approach: A Proposal of Research Agendas from the Web of Science and Scopus***

***O ensino da disciplina de história escolar a partir de uma abordagem contemporânea: uma proposta de agendas de pesquisa a partir da Web of Science e da Scopus***

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### **Resumen**

Las agendas investigativas se caracterizan por ser piezas de investigación agrupadas en un campo específico para comprender una dimensión teórica particular y generar claridad epistemológica de las temáticas. El objetivo de este estudio fue conocer las temáticas investigativas de la enseñanza de la historia desde un enfoque contemporáneo en tres revistas indexadas en Web Of Science (WOS) y una en Scopus, tomando como marco de referencia el código disciplinar de la historia escolar propuesto por Cuesta (1997). Con un enfoque mixto y una muestra aleatoria simple, se analizaron los resúmenes de 60 artículos de revistas publicadas entre 2015 a 2022, poniendo énfasis en las temáticas, preguntas de investigación y metodologías. Las agendas que emergieron fueron: “Prácticas docentes”, “Valoración de la enseñanza de la disciplina histórica”, “Educación para la justicia social”, “Educación basada en el desarrollo de habilidades” y “Características de la disciplina histórica escolar”. Los resultados muestran que la mayor cantidad de artículos agendados están en las revistas



*Estudios Pedagógicos* y *British Educational Research Journal*, 55 y 42 respectivamente, mientras que *New Zealand Journal of Educational Studies* es la que presenta menos artículos clasificados, con 13. Las agendas con mayor cantidad de publicaciones son “Prácticas docentes” y “Educación basada en el desarrollo de habilidades”. Respecto a la metodología del corpus de artículos, las mayores cifras se centran en el enfoque cualitativo; solo se encontraron cinco publicaciones con un enfoque cuantitativo; mientras que el método mixto sumó 13 % del total. Por último, todas las agendas contribuyen a comprender la enseñanza de la disciplina histórica escolar desde un enfoque contemporáneo y a desarrollar habilidades para el siglo XXI.

**Palabras clave:** agendas investigativas, educación, enseñanza, historia, investigación, revistas.

## Abstract

Research agendas are characterized by being pieces of research grouped in a specific field to understand a particular theoretical dimension and generate epistemological clarity of the topics. The objective of this study was to know the research topics of history teaching from a contemporary approach in three journals indexed in Web Of Science (WOS) and one in Scopus, taking as a frame of reference the disciplinary code of school history proposed by Cuesta (1997). With a mixed approach and a simple random sample, the abstracts of 60 journal articles published between 2015 to 2022 were analyzed, with emphasis on themes, research questions and methodologies. The agendas that emerged were: "Teaching practices", "Valuing the teaching of the historical discipline", "Education for social justice", "Education based on the development of skills" and "Characteristics of the school historical discipline". The results show that the highest number of agendized articles are in the journals *Estudios Pedagógicos* and *British Educational Research Journal*, 55 and 42 respectively, while the *New Zealand Journal of Educational Studies* has the least number of classified articles, with 13. The agendas with the highest number of publications are "Teaching practices" and "Education based on skills development". Regarding the methodology of the corpus of articles, the largest numbers are centered on the qualitative approach; only five publications were found with a quantitative approach, while the mixed method accounted for 13 % of the total. Finally, all the agendas contribute to understanding the teaching of the

school history discipline from a contemporary approach and to developing skills for the 21st century.

**Keywords:** research agendas, education, teaching, history, research, journals.

## Resumo

As agendas de pesquisa caracterizam-se por serem peças de pesquisa agrupadas em um campo específico para compreender uma determinada dimensão teórica e gerar clareza epistemológica dos temas. O objetivo deste estudo foi conhecer os temas de pesquisa do ensino de história a partir de uma abordagem contemporânea em três periódicos indexados na Web Of Science (WOS) e um na Scopus, tomando como referencial o código disciplinar da história escolar proposto por Custa (1997). Com uma abordagem mista e uma amostra aleatória simples, foram analisados os resumos de 60 artigos de periódicos publicados entre 2015 e 2022, enfatizando os temas, questões de pesquisa e metodologias. As pautas que emergiram foram: “Práticas docentes”, “Valorização do ensino da disciplina histórica”, “Educação para a justiça social”, “Educação baseada no desenvolvimento de competências” e “Características da disciplina histórica escolar”. Os resultados mostram que o maior número de artigos agendados está nas revistas *Estudios Pedagógicos* e *British Educational Research Journal*, 55 e 42 respectivamente, enquanto o *New Zealand Journal of Educational Studies* é o que menos artigos classificados, com 13. As agendas com maior número de publicações são “Práticas de Ensino” e “Educação Baseada em Competências”. Em relação à metodologia do corpus de artigos, os maiores números estão voltados para a abordagem qualitativa; foram encontradas apenas cinco publicações com abordagem quantitativa; enquanto o método misto somou 13% do total. Por fim, todas as pautas contribuem para a compreensão do ensino da disciplina de história escolar a partir de uma abordagem contemporânea e para o desenvolvimento de competências para o século XXI.

**Palavras-chave:** agendas de pesquisa, educação, ensino, história, pesquisa, periódicos.

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## Introduction

Education is an important component of any society. It is a process that makes it easier to acquire knowledge and skills to better understand ourselves and evolve towards responsible action. Accordingly, the historical discipline has been a significant subject of the school republican process in Chile, since it has promoted the understanding of the past to obtain a critical vision of the future, as well as the development of useful skills for the strengthening of a democratic society. In short, the teaching of school history has as its objective the development of competences that help to overcome forgetfulness for the justified or argued advance of a country or culture.

In the history of Chile, some guidelines of school discipline stand out. If we compare the 19th century with the 21st, according to Zúñiga (2015), there are notable changes: there has been a shift from behavioral and elitist teaching to one based on the development of skills and competencies, although with a focus on student results, whose performance has preferably been quantified, concrete examples being the standardized tests that Chilean establishments have (Education Quality Measurement System [Simce] and Higher Education Access Test [PAES]).

This approach has prevented the complementation and problematization of the role of teachers as experts in education; on the contrary, the teacher has been left aside, since he has only played a passive role and reproducer of knowledge. This is a key point since the guidelines to improve education in Chile by 2030 reveal that there must be a balance in the teaching-learning process (Education 2020, 2017), not forgetting that the teacher also determines the results of learning (Bolívar, 2012). This explains the progressive deterioration of the teacher in the classroom, who often acts only as a knowledge reproductive entity to achieve objectives, without deeply problematizing the quality of her teaching (Villalobos and Quaresma, 2015).

Locally, the teaching of history as a school discipline has been studied from the invisibility of the Mapuche people and the construction of identity, and it has been revealed that this can be key to an intercultural compromise (Turra, 2012). In addition, initial training has been deepened as a way to improve the quality of teachers in secondary schools through the proposal of strategies to generate significant learning. (Rivera y Mondaca, 2013).

As a contribution and approach to the study of the teaching of the historical discipline, the idea of analyzing this area through the disciplinary code proposed by Cuesta (1997)

emerges, which can also be seen as a theory endowed with three dimensions that encompass all the fields arranged in teaching: from contents to teaching practices in the teaching of history and professional discourses. Although this is a foreign epistemological conjecture, in Chile there are analytical works such as that of Turra (2022) on the elitist, archaic, nationalist and rote characteristics of teaching, called traditional, so it is necessary to make visible if we continue in the same line or we have evolved to a contemporary illustration.

As a first step to investigate the above, an important tool is the research agendas, which are characterized by being pieces of research grouped in a specific field to understand a particular theoretical dimension, reveal trends in scientific research and that this contributes to generating clarity of the theoretical support of the topics at present (Sumonte and Sanhueza, 2017). For Llinares (2008), the agendas serve to visualize the theoretical approaches and the different investigations on a specific topic, which would help to transfer knowledge to the educational system, for which they stand as a necessary tool for researchers.

In coherence with what has been indicated, we propose five research agendas, extracted from the analysis of 60 articles from three of journals indexed in the Web Of Science (WOS) and one in Scopus. These deal with issues of contemporary teaching of school history, that is, they have a focus on skill development, valuing discipline, social justice, and renewed educational practices, and leave aside the traditional features of the teaching code mentioned above.

Therefore, the objective of this article is to know the research themes of the teaching of history from a contemporary approach, taking as a frame of reference the disciplinary code of school history proposed by Cuesta (1997), because it is a primitive study and serves as a basis for analyzing the discipline oriented towards the development of skills.

This research is a way of updating knowledge about the guidelines with which we must teach the discipline in the 21st century, with a view to theoretically strengthening future educational projects in the region, and revealing whether these topics are of interest in high-impact journals. scientist. Finally, this type of work is important to promote a better quality education, not only emphasizing learning, but also highlighting the role of teachers as experts in education, which helps to obtain a more equitable, critical and democratic society. traits that are in the genesis of the purposes of teaching history as a school discipline (Belavi y Murillo, 2016).

## **Theoretical background**

As the need to have investigative agendas arises from the problem of overcoming the teaching of history of traditional characteristics that has been theorized by Cuesta (1997), it is necessary to understand four concepts that clarify the subject and base the agendas that have arisen from the articles in the journals.

### **Disciplinary code of history in school**

One of the methods to access the understanding of the teaching of history is the code, understood within the thought of Cuesta (1997), in his work Sociogenesis of history as a school discipline, as a conglomerate of traditions, ideas, values and regulations exposed both in visible texts and discursive sources that guide the teaching of the discipline and encourage the teacher.

Cuesta (1997) discloses three dimensions that make up this code: a body of content, discourses on the formative value of the discipline, and teaching practices. In his work, he catalogs that disciplinary teaching was marked by archaic, elitist, nationalist and rote characteristics during the 18th, 19th and 20th centuries, which Turra (2022) has called traditional. Making this teaching code visible today would allow us to know what type of education we are delivering to advance to contemporary characteristics in the teaching of history.

The characteristics of Cuesta's code (1997) can be extrapolated to Chilean society. In his words, the code can last, but it is changing, since it is a social tradition created historically and used by conscious and unconscious strata that are worth analyzing to consolidate characteristics that lead to generating skills for the 21st century in the discipline.

### **Formative value of history**

In addition to being one of the dimensions enunciated by Cuesta (1997), it is also one of the proposed agendas, which we will understand as the contribution of discipline in students. According to Feliu and Hernández (2011), the disciplinary contribution is based on the understanding of historical time to delve into the processes that can be studied through primary or secondary sources, the valuation of heritage, the understanding of historical causality and empathy for develop better communication and argumentation, being the pillars of a democratic life. Carretero, Rosa and González (2006) agree on this strengthening of the

life system and attribute to history values that must be developed for the formation of participatory citizens. Scalona (2015) adds that the indispensable understanding of human rights must be added.

Perrenoud (2004) focuses on the value of education from competencies, which can be developed with the use of technologies to review sources and develop differentiation devices that help contrast points of view, so necessary in historical work. Prats and Santacana (1998) show that the contribution is to develop specific capacities through the analysis of each student as identity, reflection, knowledge of other realities and interdisciplinary work. These are related to the value given by Jara and Santisteban (2018), through the training of world citizens by strengthening values as the basis of the democratic system.

### **History content in the national curriculum**

The teaching of the discipline in Chile begins in the first half of the 19th century (Soto, 2000), addressing different points of view of the state interest of the time. The national curriculum has been responsible for generating guidelines that guide the teaching of history, therefore, it is a public construction that characterizes the educational process.

The thematic line of historical education during the 19th century was marked by the strengthening of nationalism with an education reserved for the upper class. According to Zúñiga (2015), since 1915 guidelines were created for teachers to teach orally; historical interpretations and chronologies were given way only in 1935. The social sciences were integrated into the subject in 1965 to give it greater thematic possibilities, which coincided with the linguistic turn of the discipline. During the dictatorship (1973-1990), patriotic values and political order were exalted from a clearly pragmatic and rigid curriculum (Valenzuela, Labarrera and Rodríguez, 2008).

In the 1990s, it turned towards the development of civic skills and competencies to strengthen democracy (Turra, 2022). Already in the 21st century, the subject was marked by different changes, for example, the integration of geography in 2009 (Donoso, 2005), and as of the 2016 reform, the subject only remains compulsory for the first two years of secondary. The objective was the development of knowledge, skills and attitudes necessary to understand society through the theory of skills for the 21st century (Ministerio de Educación de Chile, 2016). This axis is related to the agendas that deal with education based on the development of skills and the characteristics of school discipline.

## Docents practices

Teaching practices are understood as those activities that teachers carry out continuously. Cuesta (1997) establishes that they can be of an express and tacit nature, which dominate the teaching of history in the school context. The importance of addressing this dimension lies in the fact that the history actually taught is born from the intersection of visible school textbooks and teaching practices, which, problematizing them, characterize the state of the disciplinary code.

For Gregorini (2017), teaching practices are daily mechanisms that teachers use to achieve student learning. In this sense, it is essential to understand what happens in the classroom while history is taught. Thus, the focus is on teachers, their opinions and conceptions about the teaching of history. In the words of the same author, "evidence that these are unexpected and creative practices that are composed, at the same time, of actions and stable elements that increase their plurality, making it difficult to circumscribe them in categories founded a priori" (Gregorini, 2017, p. 10).

Therefore, it is important to interfere in school cultures, considered as a homogeneous and diverse framework with diffuse limits in each establishment. However, there are classifications of teacher practices, one of the most used is that of Evans (1989), who identifies narrative, scientific, relativist-reformist, cosmic, and eclectic teachers (Molina, Miralles, Deusdad, & Alfageme, 2017). ). The first is oriented towards telling stories, without problematizing the processes and leaving no room for interpretation; the scientist promotes the history-problem and adheres to disciplinary knowledge; the relativist-reformist promotes his political or religious position to solve problems; the cosmic understand history as a metanarrative, and the eclectic think that history must be taught in multiple ways for the formation of an identity.

Although Plá (2012) recognizes the different classifications for teaching practices, which seek categories to explain the teaching of history, it is not limited to taxonomies and opens up to discussions about "historical thinking, historical awareness, definition of historical notions, historical narration, the writing of history in the classroom, the relationship between teaching history and collective memory, previous knowledge and social representations among others" (p. 14). He specifically emphasizes historical thinking and the construction of theories about school history discourse and school history knowledge from teaching practices in the teaching of the discipline.



## Methodology

This study presents the results obtained from the analysis of research agendas on the teaching of the school history discipline from a contemporary approach during the time period from 2015 to 2022. With a simple random sample, the abstracts of 60 articles were analyzed in four magazines published between these seven years.

WOS and Scopus, documentary databases in which more than 3000 high-impact cataloged journals in the field of education and different topics are indexed, were used as a bibliographic source.

A mixed approach was used. Regarding the qualitative field, a descriptive and analytical model of contents was used where the registration of a matrix of categories with the respective amounts of articles in each one of them was useful, since it allowed reaching an understanding of the scientific importance of the topic under study, as well as highlighting its advantages and disadvantages (Flick, 2012; Ruiz, Aristegui and Melgosa 2002).

Regarding the quantitative analysis, it is necessary to make the statistics known for a better understanding of the thematic relevance; Thus, the agendas that emerged in each journal were represented in percentages, which allowed for a quantification and measurement of current research within the journals.

Both approaches were exposed in the results together for a better understanding of the agendas. In this way, the sequential mixed methodology has a coherence of integration that allows to read more clearly the graphs and tables with their respective description of the investigations proposed in each group of inquiry. (Pereira, 2011).

The selection criteria of the journals respond to idiomatic interests and observation of the phenomenon of study in the West, one in Spanish and three in English to learn about and explore the themes from a holistic perspective, according to the opinion of experts from a State University of Ñuble in Chile.

The procedure of the first search for the sample was carried out in the area of education and in the second instance, in the disciplinary area of history. The impact factor of the journals was privileged, as well as having full access to most of the selected articles.

The information collected was through reading the abstracts in the articles. Each one of the syntheses were translated from English to Spanish and analyzed particularly with the purpose of obtaining information on the subject of study, method and research questions. This inquiry was broken down descriptively and grouped according to thematic similarities

and study objectives. These epistemic sets made it possible to relate areas with investigated similarities, from which five agendas emerged that reveal an overview of the reality investigated in education from the proposed topic.

## **Selected journals**

### **Pedagogical Studies (ESTPED)**

Scientific journal associated with the Universidad Austral de Chile published since 1976, whose purpose is to contribute to the investigation and understanding of pedagogical and educational phenomena that serve to reveal the scope of transformative dynamics. It receives two publications a year, which are exhaustively reviewed by three filters, no charge applies due to the development's commitment to knowledge. Currently, it is indexed in Scopus with a SCImago Journal Rank (SJR) in 2021 of 0.23. The thematic areas that it publishes are: didactics, teaching, learning, information and communication technologies (ICT), evaluations, policies, interculturality, inclusion, teacher professional development, among others.

### **British Educational Research Journal (BERJ)**

Indexed in WOS, it is an international medium for the publication of articles of interest in education from both the United Kingdom and the world. It has an interdisciplinary approach, including case studies, experiments, surveys, discussion on methodologies and book reviews, mainly. This journal is defined as an association committed to advancing knowledge of education through a community of quality researchers, its main objective is to inform the development of policies and practices to improve education. Its last impact factor was 2,752 and it has been active since 1974.

### **New Zealand Journal of Educational Studies (NZJES)**

This journal, published since 2015, has an impact factor of 0.675 and is indexed in WOS. Original research on educational policy, debates, commentary, and critical reviews on educational theory, methodologies in educational research, and book reviews are published. His approach is multidisciplinary and interdisciplinary. It has the aim of nurturing and promoting educational research within and outside of New Zealand.

### Journal of Teacher Education (JTE)

Education magazine edited by teacher educators in the United States and published since 1950. Its research scope refers to practice, policy and research in teacher education; examines topics such as teacher education in a global society, alternative approaches to teacher education, and leadership in 21st century schools of education. The main objective of the magazine is to identify complex problems facing teacher education locally and globally. Its impact factor is 5,357 and it is indexed in WOS.

**Table 1.** Synthesis of the selection of journals

Name of the journal	Origin	Impact factor	Quartile	Number of volumes published per year	First year of publication	Membership organization
<i>Pedagogical Studies</i>	Chile	SJR 2021 de 0.23	Q3	2	1976	Austral University of Chile
<i>British Educational Research Journal</i>	United Kingdom	2021- 2022 2.752	Q1	6	1974	Wiley- Blackwell and the British Educational Research Association
<i>New Zealand Journal of Educational Studies</i>	New Zealand	2021- 2022 0.675	Q3	2	2015	New Zealand Education Research Association
<i>Journal of Teacher Education</i>	United States	2021- 2022 5.357	Q1	5	1950	American Association of Colleges

						for Teacher Education
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Source: self made

## Results

From the review of the 60 abstracts of the articles between 2015 and 2022, five research agendas emerged corresponding to the themes that are most repeated within each bulletin. The largest number of articles scheduled are in the Estped and BERJ journals, 55 and 42 respectively, while NZJES is the one with the fewest articles classified with 13. The agendas with the largest number of publications are "Teaching practices", with 31% of the total, and "Education based on the development of skills", which represents 28% of the agendas, with 43 and 38 articles categorized in each one; both represent 59% of the completeness (see table 2 and figure 1). This predominance is verifiable in three of the four journals studied, both Estped, BERJ and NZJES stand out with percentages higher than 24% of categorization in the two aforementioned agendas, with Estped being the journal that stands out the most with articles indexed in these areas, with 68%.

Regarding JTE, although the percentages of inclusion in the "Teaching practices" and "Education for the development of skills" agendas is high (25% and 18% respectively), there is a greater balance between research agendas, which can be visualized within figure 2, therefore, there is a greater thematic variety within this magazine, in accordance with the proposed agendas.

**Table 2.** Synthesis research agendas

Agendas	Journals/Number of articles					
	Estped	BERJ	NZJES	JTE	Total per agenda	Frequency by agenda
1) Teaching practices	18	13	5	7	43	0.71 %
2) Assessment of the teaching of the discipline of history	5	8	1	4	18	0.3 %
3) Education for social justice	3	4	3	7	17	0.28 %
4) Skills-based education	19	10	4	5	38	0.63 %
5) Characteristics of the school history discipline	10	7	0	5	22	0.36 %
Total number of articles scheduled per journal	55	42	13	28		

Source: self made

The agendas "Characteristics of the school historical discipline", "Assessment of the teaching of the historical discipline" and "Education for social justice" (16%, 13% and 12% respectively) have the lowest percentage of categorizations; in total they add up to 41% of all the agendas. However, this may be due to the specificity of the subject, referring to the historical discipline, or in the case of "Education for social justice", that it is an incipient research topic or of little interest to academics. The latter is hardly worked in magazines. In figure 2 it can be seen that Estped is the one that works the least on this topic, with only 5% of the publications, which corresponds to three articles, followed by BERJ with 9% of the publications, which corresponds to four publications, while in NZJES and JTE it amounts to 23% and 25%, respectively, with a total of 10 articles. The foregoing can be explained in JTE

by the great variety of investigative topics that it presents and in NZJES by the incipient theme of equity, inclusion and recognition of ethnic groups in its territory.

Regarding the agenda "Characteristics of the historical school discipline", there is a balance of publications in Estped, BERJ and JTE, 18%, 17% and 18% respectively, however, in NZJES there are no publications in this regard within the years study, being the only agenda that does not have publications in a journal. The situation responds to the fact that the journal focuses on generic education issues, which is consistent with its high percentages of articles referring to teaching practices and skills development in the students.

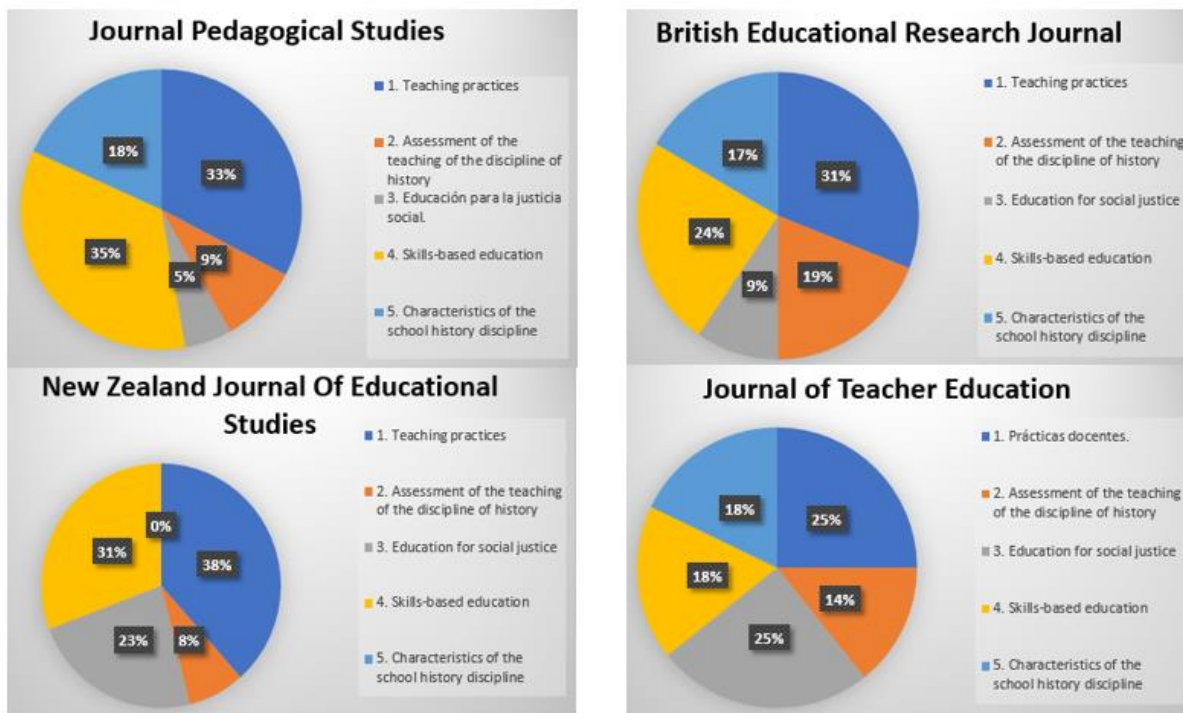
On "Assessment of the teaching of the historical discipline", corresponding to 13% of the total (see figure 1), it has a balanced percentage in BERJ and JTE with 19% and 14% respectively (see figure 2), different situation in Estped and NZJES, with 9% and 8% respectively, which is explained by the thematic breadth of the journals, however, in NZJES, although the assessment of the discipline is manifested, it corresponds to only one article, which could cause a disambiguation of reality when we read the percentages, therefore, what was stated in the previous paragraph is confirmed, that NZJES focuses on the publication of more generic educational research topics.

**Figure 1.** Synthesis research agendas



Source: self made

Figure 2. Synthesis of research agendas by journal



Source: self made

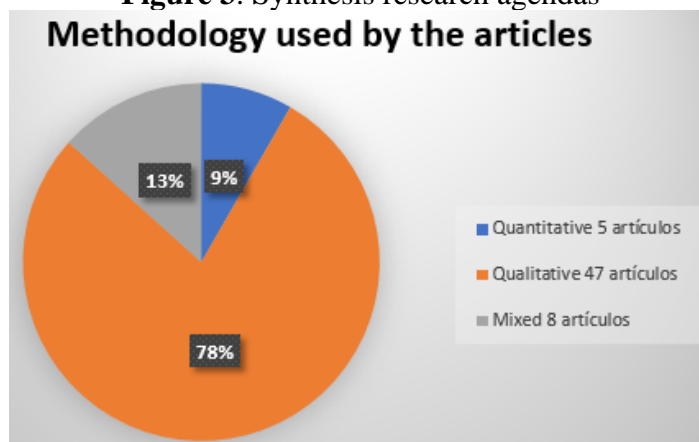
In relation to the use of methodologies (table 3 and figure 3), the highest figures are focused on the qualitative approach, with 78% of the articles corresponding to 47 publications, with BERJ, JTE and Estped being the journals with the largest publications categorized in this category. research field (with 14, 13 and 12 articles, respectively). This indicates that in general journals descriptive, reflection and phenomenological studies stand out. With a quantitative approach, only publications are found in Estped, with five articles corresponding to 9% of the total, while the mixed method concerns 13% of the total (eight articles), where NZJES is the only journal that does not present prospectuses of this nature.

**Table 3.** Methodologies used by published research

Methodology	Journals					
	Estped	BERJ	NZJES	JTE	Total	Frequency by methodology
Quantitative	5	0	0	0	5	0.08 %
Qualitative	12	14	8	13	47	0.78 %
Mixed	3	3	0	2	8	0.13 %

Source: self made

**Figure 3.** Synthesis research agendas



Source: self made

Among the most used methods and techniques within the qualitative approach are the case study, content analysis, action research, grounded theory and phenomenology, especially within BERJ and JTE, which coincides with the number of articles addressed by the described approach. . Regarding the quantitative methodology, the most used techniques are group comparison, sequential study and correlational study, specifically in Estped, the only journal with articles of this nature. Another variable to consider is that most of the research is of a qualitative nature due to the subject of study, focused mainly on the discipline of school history, and the characteristics of the journals, which focus on teaching practices



and the development of skills within guidelines that aim primarily at the significance of the main issue.

**Table 4.** Methods and techniques most used by articles

Qualitative	Quantitative
Case study	Comparison of groups
Phenomenographic	Sequential study
Content analysis	Correlational study
Action research	
Ethnography	
Grounded theory	
Phenomenology	

Source: self made

One last important component to present and analyze are the research questions of the articles of each agenda (see table 5), recognized based on reading the summaries and the body of the inquiries. Thus, agenda two and five correspond to categories emerged from school discipline. Regarding "Assessment of the teaching of the historical discipline", the research questions refer to the understanding that history generates in students from the point of view of its roots and social justice. Regarding "Characteristics of the school history discipline", the selected articles investigate the skills for the 21st century that history can develop, such as understanding the present and reflection, in addition to investigating which are the most relevant skills that it develops. discipline in students. It is worth mentioning that there are articles that not only base their research on high school students, but there is also a minority that studies the contribution of the discipline from initial training and its practice in new teachers.

Regarding agenda one, exposed as "Teaching Practices", the research covers the challenges that teachers have to generate skills in students: from the improvement of practices, teaching knowledge that influences practice, values that influence practice teacher to environments, obstacles and barriers that arise and the means that are most used for learning, such as ICT. This is related to agenda four, "Education based on the development of skills", where the main investigations delve into the development of meaningful learning, ways of teaching, usefulness of study texts and projection of a comprehensive education of students. . Both agendas are related in the sense that there is a depth in studying the teacher

and the product of his teaching from a holistic point of view, that is, not only from the cognitive field, but also with concern in emotionality.

Agenda three, “Education for social justice”, is the one with the fewest articles compared to the others, however, it seems to be a topic of incipient research in education. The investigations are referred to deepening topics such as inclusion, democracy as a way of life, the importance of leadership for educational equity and skills development as a way to achieve social mobility; each one of these themes is transversally studied from educational practices, which enriches and is intertwined with the other research agendas. Making this category visible represents an opportunity to revitalize studies in education and its deepening in the issues of equity and democracy, being necessary since if the developed world has them as research, Chile, the most unequal country of the Organization for Cooperation and Economic Development (OECD) (Ávila, 2022), should prioritize education as the engine of social mobility.

**Table 5.** Research questions by agenda

Main research questions of the articles grouped by agenda				
1) Teaching practices (43 artículos)	2) Assessment of the teaching of the discipline of history (18 artículos)	3) Education for social justice (17 artículos)	4) Skills-based education (38 artículos)	5) Characteristics of the school history discipline (22 artículos)
How can student learning be improved?	Why is it important to know our roots?	How is democracy strengthened?	How is meaningful learning promoted?	What is a pedagogical transposition?
How can teaching practices be improved?	Is it a contribution to understand the contemporary history of Chile?	What is the best system for living in community?	How do today's teachers teach?	How does it facilitate the understanding of the present?
What kind of relationship exists between history teachers' conceptions of learning and teaching with the types of educational uses they deploy in their classes with the use of ICT?	What are the contributions of history teaching?	What is inclusive education?	How useful is ICT for constructivist learning in the discipline?	How is reflection developed?
What teaching/learning obstacles exist for innovative	What is the value of teaching history to students?	How can inclusive education and social justice contribute to better education practices?	Do textbooks contribute to the teaching of skills?	Is the history curriculum ideologised?
	Does the teaching of history contribute to social justice?	Can improvements in educational practices contribute to social justice?	What kind of education do we want?	What are the characteristics of the school history discipline?
			How do we promote the holistic	What are the skills that school history develops?

<p>teachers in the formation of critical and participatory citizens through education in Social Sciences, Geography and History?</p> <p>What teaching knowledge shapes their practice?</p> <p>What teaching practices are necessary for the formation of civic and citizenship competences?</p> <p>Do practices need to be values-based?</p> <p>How important are learning environments for improving practices?</p>		<p>Can educational leadership contribute to social justice?</p> <p>Does the development of 21st century skills contribute to social justice?</p>	<p>development of students?</p> <p>How are civic and social competences formed in students?</p> <p>How do we teach and learn from a critical-reflective perspective?</p>	
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Source: self made

## Discussion

In the methodological field, 78% of the publications have a qualitative methodology, 9% quantitative and 13% mixed. A possible explanation for this is the nature of the subject, referring to the contemporary education of the school discipline, and the publication guidelines of the magazines, especially the English-speaking ones. It is important to note that those of mixed method are found in recent publications, therefore, there is a tendency towards comprehensiveness in research.

Regarding the temporal space of the review of the articles (2015 to 2022) and the emergence of the five research agendas, it can be said that agendas one and four, corresponding to "Teaching practices" and "Education based on the development of skills" respectively, they are the topics most published by magazines (59% of the total), especially in Estped, BERJ and NZJES. Teaching practices are a topic of interest in magazines because the need to understand the daily acts used by teachers to achieve student learning is recognized (Gregorini, 2017). This agenda, which adds up to 31% of the comprehensiveness, allows delving into school cultures and is considered a way of explaining the results in students. In this sense, it is considered, following Plá (2012), that it should be explained beyond taxonomies and investigated from the teachers' thinking. The concern in this area is expressed above all in the articles by Estped and BERJ, Chile and Great Britain, therefore, it can be inferred that in the West there is a concern to explain education from different visions.

The second agenda with the highest percentage of categorized articles is "Education based on the development of skills" (28%), which coincides with the previous one in terms of the journals that contribute the most, which are Estped and BERJ; It should be considered here that the practices of teachers are closely related to the development of skills in students. This is consistent with the specialized literature, which points to the development of skills, rather than just the transfer of content, as declared by the Chilean curriculum (Ministerio de Educación de Chile, 2016), which has been the guideline of national education since the beginning. century in the different disciplines, as Donoso (2005) points out. Along the same lines, Portillo-Torres (2017) establishes that this turn supposes a new vision towards learning whose purpose has to do with the understanding of life (United Nations Educational, Scientific and Cultural Organization [Unesco ], 2004), which coincides with the objectives that Chile has for education for 2030 together with the national curriculum (Education 2020, 2016). In this case, it is coherent that the magazines, belonging to a Western vision, can aim

at development. For which, this work is an opportunity to establish that research is fruitful in this area, connected with pedagogical practices. It is also important to point out that the research questions in each one confirm what has been stated, since they help to deepen and clarify the research topics. Although both agendas do not come from the disciplinary field, their understanding helps to direct a contemporary teaching of the historical discipline.

As for the agendas referring to the historical discipline, numbers two and five, "Assessment of the teaching of the historical discipline" and "Characteristics of the historical discipline", although they do not record so many published articles, it is important to take them into account from their inception. specificity. Regarding the first, with 13%, the articles, according to the study of the research questions, value the roots and inquire about the true contributions of the discipline in the students. This is consistent with the theory, since it is understood as the civic and social contribution that the discipline has to help students (Carretero et al., 2006). Even Scalona (2015) makes it known that it serves to generate a better life in democracy, respecting human rights, which is linked to investigative questions in the articles referring to social justice in this area.

The agenda entitled "Characteristics of the historical discipline" represents 16% of the total. Research points to skills such as comprehension and reflection as articulating axes of school discipline. This goes hand in hand with the current guidelines on disciplinary education in schools, which recognize the development of skills and attitudes for understanding society from the civic sphere to life skills (Prats and Santacana, 1998). ; Turra, 2022).

With 12% is "Education for social justice", an incipient topic that is not massively addressed in magazines, however, it is related to the other topics exposed. The research questions in the articles respond to the investigative interest on the strengthening of democracy, inclusion and equity that must be achieved by a good development of educational skills and leadership. According to Belavi and Murillo (2016), social justice rests on three basic dimensions: education, equity, critical education and democratic education, which are in the genesis of the purposes of teaching history as a school discipline and are found in the ministerial guidelines for the discipline in question (Ministry of Education of Chile, 2016).

In short, the publications of magazines from different hemispheres reveal a deep concern for current education, especially for the practice and development of skills, therefore, this study is advantageous and a starting point to locate oneself in the investigation of high-impact investigations.

## Conclusions

According to the results obtained and the confrontation of ideas, we can establish that, at present, there is an interest in research and publication in two important areas for education: teaching practices and skills development, demonstrated by the percentages previously exposed. In this sense, the trend is the development of skills for the 21st century and the ways of teaching them, therefore, practice would become the main means to use and that acquires preponderance in research. Also, education journals are concerned with the disciplinary area of school history, but to a lesser extent, due to the specificity of the topic, so if we want to investigate specifically in this area, the search must be more thorough. Finally, education for social justice is a subject rarely addressed in journals, which can present an opportunity to carry out research that is related to the internship and skills development agendas, since they are the ones that are most highlighted. Thus, all the agendas contribute to understanding a contemporary teaching for the school history discipline.

The study methodologies still present too much imbalance in terms of their use, however, it is highlighted that the trend towards methodological complementarity is increasing and is an opportunity for young researchers.

These agendas are a contribution to contemporary research in education, taking into account the quality of the journals investigated, years of study, topics presented, and analysis proposed. Thus, it deepens the incentive to improve education and the usefulness of both research methods. Taking into account the educational reality of the Ñuble region, in Chile, we can also problematize it with the national and Anglo-Saxon theory of high impact safeguarding the contexts.

## Future lines of research

This research can be complemented by increasing the range of years and journals used, especially the variety of Spanish-American journals to learn about the scientific reality of our hemisphere.

The study lays the foundations for future research in the line of teacher training in practice and the development of disciplinary teaching. Therefore, it is necessary to take it into account as a theoretical and data base for any research focused from the discipline of school history that explores the development of knowledge, skills and abilities.

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