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Scientific articles

El desarrollo de la empatía histórica: Un estudio sobre las narrativas de futuros profesores de Historia en Chile

The development of historical empathy: A study on the narratives of future History teachers in Chile

O desenvolvimento da empatia histórica: Um estudo sobre as narrativas de futuros professores de História no Chile

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Resumen

En la última década, la formación de docentes en historia ha transitado desde la enseñanza tradicional hacia el paradigma constructivista. En este enfoque, los profesores formadores promueven un aprendizaje significativo que prepara a los futuros maestros para desarrollar la empatía histórica, dejando de lado la memorización y la acumulación de información. Este estudio analizó las narrativas sobre el estallido social chileno (2019-2020), producidas por 24 futuros docentes de educación primaria de una universidad chilena, con el objetivo de evaluar sus niveles de empatía histórica. La investigación, de carácter cualitativo, exploratorio e interpretativo, se sustentó en un diseño no experimental de tipo transeccional. Se utilizó el análisis de contenido para determinar el grado de desarrollo de empatía histórica, a partir de la siguiente taxonomía propuesta por Álvarez (2022): empatía histórica nula (ausencia de conexión con el contexto histórico), presentista (interpretación desde el presente), experiencial (reconstrucción emocional de eventos) y avanzada (comprensión profunda y contextualizada). Los resultados mostraron que el 54,1% de los relatos no emplea empatía histórica, el 16,7% refleja empatía presentista, el 25% empatía histórica experiencial y solo el 4,2% empatía histórica avanzada. Se concluyó que tales resultados indican que los



futuros profesores no integran la empatía histórica o suelen interpretar el pasado desde una perspectiva presentista y/o experiencial. Estos hallazgos subrayan la necesidad de fortalecer la formación docente en historia, promoviendo estrategias que fomenten niveles más avanzados de empatía histórica en los futuros profesores.

Palabras clave: formación docente, educación primaria, historia, estallido social chileno.

Abstract

In the last decade, teacher training in history has moved from traditional teaching to the constructivist paradigm. In this approach, teacher trainers promote meaningful learning that prepares future teachers to develop historical empathy, leaving aside memorization and the accumulation of information. This study analyzed the narratives about the Chilean social outbreak (2019-2020), produced by 24 future primary education teachers from a Chilean university, with the aim of evaluating their levels of historical empathy. The research, of a qualitative, exploratory and interpretive nature, was based on a non-experimental cross-sectional design. Content analysis was used to determine the degree of development of historical empathy, based on the following taxonomy proposed by Álvarez (2022): null historical empathy (absence of connection with the historical context), presentist (interpretation from the present), experiential (emotional reconstruction of events) and advanced (deep and contextualized understanding). The results showed that 54.1% of the narratives did not employ historical empathy, 16.7% reflected presentist empathy, 25% experiential historical empathy, and only 4.2% advanced historical empathy. It was concluded that such results indicate that future teachers do not integrate historical empathy or tend to interpret the past from a presentist and/or experiential perspective. These findings underline the need to strengthen teacher training in history, promoting strategies that foster more advanced levels of historical empathy in future teachers.

Keywords: teacher training, primary education, history, Chilean social outbreak.

Resumo

Na última década, a formação de professores em história passou do ensino tradicional para o paradigma construtivista. Nessa abordagem, os formadores de professores promovem uma aprendizagem significativa que prepara os futuros professores para desenvolver empatia histórica, afastando-se da memorização e do acúmulo de informações. Este estudo analisou as narrativas sobre a explosão social chilena (2019-2020), produzidas por 24 futuros professores de educação primária de uma universidade chilena, com o objetivo de avaliar seus níveis de empatia histórica. A pesquisa, de natureza qualitativa, exploratória e interpretativa, fundamentou-se em um delineamento transversal não experimental. A análise de conteúdo foi utilizada para determinar o grau de desenvolvimento da empatia histórica, com base na seguinte taxonomia proposta por Álvarez (2022): empatia histórica nula (ausência de conexão com o contexto histórico), presentista (interpretação a partir do presente), experiencial (emocional reconstrução de eventos) e avançada (compreensão profunda e contextualizada). Os resultados mostraram que 54,1% das histórias não empregam empatia histórica, 16,7% refletem empatia presentista, 25% empatia histórica experiencial e apenas 4,2% empatia histórica avançada. Concluiu-se que tais resultados indicam que os futuros professores não integram a empatia histórica ou tendem a interpretar o passado a partir de uma perspectiva presentista e/ou experiencial. Essas descobertas ressaltam a necessidade de fortalecer a formação de professores em história, promovendo estratégias que promovam níveis mais avançados de empatia histórica em futuros professores.

Palavras-chave: formação de professores, educação primária, história, surto social chileno.

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Introduction

Historical empathy is considered one of the most crucial teaching foundations in the training of primary school teachers, as it helps them understand the past in a contextualized way and teach history with rigor and based on a critical perspective. According to Cunningham (2009), historical empathy is the ability to evaluate the action frameworks of historical agents based on the surrounding processes and experiences. Endacott and Brooks (2013) add that this ability involves a cognitive and affective process, which involves

reasoning about the relationships between sources and the ability to imagine the feelings of a character in a specific historical context.

For their part, Carril *et al.* (2020) define historical empathy as the application of a controlled historical imagination to enable the reconstruction of the past. In this way, this ability not only enriches cultural identity and the appreciation of diversity, but also provides valuable lessons for informed decision-making in the present, as it contributes to preserving collective memory and provides a solid foundation for building active citizenship.

Given the importance of historical empathy, it is crucial to investigate the level of this competence in the training of future teachers, since it allows determining whether they have the disciplinary and pedagogical knowledge necessary to foster it in their students. Based on these results, teacher trainers can make decisions to improve their own skills in teaching history. This analysis is particularly urgent due to the scarcity of specialized literature on the subject.

This article aims to analyze 24 stories written by future primary school teachers at a Chilean university to understand the cognitive levels of historical empathy that they showed in their narratives about the Chilean social outbreak (2019-2020). Content analysis was used to determine the degree of development of historical empathy, based on the following taxonomy proposed by Álvarez (2022): null, presentist, experiential, and advanced historical empathy.

The social outbreak was selected due to its formative relevance, as it allows us to rethink the recent history of Chile from a controversial perspective. This event, which spanned from October 2019 to March 2020, was characterized by massive demonstrations and riots that began in Santiago and spread to all regions of the country. The protests arose in response to the social and political demands of citizens, who demanded changes due to the lack of legitimacy of the 1980 Constitution, the predominance of the subsidiary State and deep socioeconomic inequalities (Grez, 2019; Aníñir and Candina, 2020; Araujo, 2020). In this line, historical empathy can play an indispensable role in understanding the causes and consequences of this social movement, as it helps future teachers to analyze, from a historical perspective, the participation of the different actors in the conflict.

This proposal is aligned with the need to develop emotional skills in future teachers because it highlights the importance of the affective connection with historical events for a more committed and meaningful teaching of the discipline. In addition, the construction of contingent historical narratives, associated with the Chilean social outbreak (2019-2020),

reflects an innovative approach in teacher training by incorporating recent events with a direct impact on society. This premise not only allows the teaching of history to be contextualized to the reality of the students, but also provides valuable pedagogical tools to future teachers to integrate historical empathy into their pedagogical practices and address complex and contemporary issues in the classroom (Gajardo *et al.*, 2022; Ponce and Guerrero, 2022; Guzmán, 2023; Carril *et al.*, 2023).

Methodology

This study is qualitative in nature and has an exploratory and interpretive approach (Espinoza, 2020; Piña, 2023). Its design is non-experimental and cross-sectional, as the data were collected in November 2023. The sample consisted of 24 future teachers of a History and its Didactics course of the Pedagogy in Basic Education degree, taught by a university in southern Chile. A non-probabilistic convenience sampling technique was used, selecting fifth-year students. This criterion was used to determine the level of historical empathy of the teachers in training who were in the final phase of their studies.

The information was collected through an individual written assignment in which participants developed a historical narrative about the Chilean social outbreak (2019-2020), addressed to a foreign student of Pedagogy in Primary Education who was completely unfamiliar with the subject. For this task, a historical laboratory was designed that allowed future teachers to simulate the work led by the historian to construct narratives about the problem. According to Table 1, this strategy included the following instances:

Table 1. Structure of the historical laboratory

Phase 1. Preparation: The methodology used in the historical laboratory was detailed, emphasizing in particular the procedure of the four heuristics that constitute the operational core of this experience: the heuristic of origin, contextualization, closed reading and heuristic corroboration.
Phase 2. History Laboratory: A historical laboratory was implemented for the analysis of primary and secondary sources related to the topic.
Phase 3. Narrative development: Students developed their narrative in free format, based on the findings made during the historical laboratory. In addition, they were instructed to imagine that the narrative was addressed to a foreign university student in their same course who was unfamiliar with the topic, in order to encourage their ability to synthesize and reflect.

Source: *Own elaboration* (2024), based on the work of Álvarez (2023)

This task, based on the use of historical empathy, allowed students to focus on understanding the recent past. To do so, they had to remember their experiences during the Chilean social outbreak (2019-2020) and adopt a contextualized interpretation when developing the narrative. The analysis was based on the typology proposed by Álvarez (2022), shown in Table 2, to identify the cognitive levels of historical empathy underlying the stories.

Table 2. Levels of achievement of historical empathy

Level	Description
Null	There is no evidence of historical empathy.
Presentee or apprentice	The development of a historical empathy focused on the present is observed: the stories do not incorporate historical contextual references, or if they do, it is from a presentist perspective. Consequently, the past cannot be identified.
Experiential or intermediate	Historical empathy based on personal experience is evident: the narratives use individual values, desires and expectations as criteria for understanding the past. Although a connection is established between past and present, this is done through personal experience.
Advanced	An advanced historical empathy is noted: stories and responses that clarify actions of the past within a context different from the present, using historical references that allow establishing similarities and differences between both periods.

Source: *Own elaboration* (2024), based on the work of Álvarez (2022)

The process of applying the protocol for constructing the narratives included compliance with the main ethical standards of research. This premise translated into transparent reporting on the purpose and scope of the implementation, guaranteeing the free and voluntary participation of the participants, obtaining the signature of informed consent, protecting the identity of those involved and treating the information collected confidentially.

The narratives were interpreted in the Atlas.ti program using the content analysis technique, in order to evaluate their discursive structure and carry out the subsequent open coding of the analyzed units, based on the levels cited in Table 2. It is important to note that the code 'teacher in training' was used, followed by a cardinal number, to safeguard the privacy of the participants. The purpose of this itinerary is to determine the cognitive markers of historical empathy obtained by the teachers in training in the elaboration of their stories, following the parameters of the constant comparative method of grounded theory (García, 2023; Valdez, 2023) to compare the results and generate data that contribute to evaluating the pedagogical and disciplinary preparation of future teachers.

Results

Table 3 presents the cognitive levels of historical empathy evidenced in the narratives, classified into four levels according to the typology proposed in Table 2: none, apprentice, intermediate and advanced.

Table 3. Cognitive levels of historical empathy evidenced by the participants

Level of development of historical empathy	Percentage of narratives by achievement level
Null	13 (54.1%)
Presentee or apprentice	4 (16.7%)
Experiential or intermediate	6 (25%)
Advanced	1 (4.2%)

Source: *Own elaboration (2024)*

First of all, it is relevant to highlight that 54.1% of future teachers did not intend historical empathy in their stories, which shows a notable lack of connection with the emotional experience and the historical context of the events and characters inserted in the framework of the Chilean social outbreak.

Secondly, it is noted that 16.7% of the stories are at the learner level, since they do not use historical references or, when they analyze the past, they interpret it with the values and canons of the present, without recognizing the facts in their own context. In this regard, the following extract stands out:

“The slogan ‘It’s not 30 pesos, it’s 30 years’ captured the essence of the social movement that emerged in Chile, which lasted almost a year, but its repercussions extended far beyond. This cry was the main catalyst for popular demands and marked the beginning of a process in which citizens, previously silenced, mobilized to demand change. The unified struggle sought to improve the quality of life by implementing fair and relevant solutions in key areas such as wages, health, education and employment” (Teacher in training 18).

The above narrative, encapsulated in the slogan 'It's not 30 pesos, it's 30 years', is a clear example of presentist historical empathy because the events are interpreted from a current perspective without a strong anchor in the specific historical context. This slogan not only summarizes the immediate causes of the movement, but also reflects an accumulated

discontent of three decades, suggesting a deep socioeconomic imbalance that transcends a simple increase in transport fares. However, the narrative focuses on current demands and citizens' responses, without exploring in depth the historical background or specific neoliberal policies that led to such a situation. This discourse reinforces the emotional connection and call to action by citizens, but offers a limited understanding of the root causes and underlying economic, political and social structures that have shaped the outbreak of the social outburst and its evolution to the present.

At the apprentice level, the following evidence also stands out:

“The political management of former President Sebastián Piñera and his predecessors generated deep social and economic inequalities in Chile, which unleashed widespread and justified social discontent. The population faced forty-five-hour work weeks with wages insufficient to cover basic needs, a collapsed and inefficient public health network with long waiting lists, and a low-quality public education system where funds intended for school subsidies were diverted. In addition, the government in power tried to misinform the community to prevent these problems from being officially recognized” (Teacher in training 24).

This narrative about the political management of former President Sebastián Piñera and his predecessors, which, according to the story, caused social and economic inequalities in Chile, shows an evident use of presentist historical empathy. This approach emphasizes current perceptions and emotions without a deep exploration of the historical context that led to such inequalities. Moreover, the description of labor difficulties, the inefficiency of the health network, and the low quality of public education points to an immediate analysis of social discontent that does not consider the impact of the neoliberal model adopted in Chile or the historical decisions that gave rise to them. Additionally, the accusation of misinformation by the government highlights an inherent desire for transparency and accountability that does not recognize the political complexities and challenges faced by political authorities in their time. This narrative, by focusing on current conditions and the immediate responses of the population, may connect emotionally with today's audiences, but it simplifies the story and does not provide a complete understanding of the broader historical causes and contexts.

Thirdly, it is observed that 25% of the narratives correspond to the intermediate level, since they use personal experience as a criterion to understand the past. In this line, the following story stands out:

“Have you seen the images of the social uprising in Chile? It was an event of great international repercussion, characterized by intense street violence, numerous human rights violations and hundreds of eye traumas due to police repression. This situation generated even more violence and anger. In response, the population organized itself in local assemblies and committees to discuss and propose changes, including the drafting of a new Constitution to replace the one imposed during the Pinochet dictatorship. We, as students, also became actively involved, leaving classes to march daily. Although there was a strong feeling of hope, uncertainty and danger were constant. The process seemed to be heading towards positive change, but the failures in the management of the constitutional convention and the mistakes of those who were supposed to lead the change generated doubts. Fear of the unknown is natural, but in the end, in the plebiscite between 'Approve' and 'Reject', the latter won. Thus, we continue with the old Constitution, wrapped in despair, but trying to move forward. Will we ever be able to experience real change? Only time will tell” (Teacher in training 6).

The preceding evidence uses experiential historical empathy to approach the facts through the personal experiences of the narrator, a Pedagogy student actively involved in the protests. This discourse highlights how individual experiences can serve as a prism through which the past is interpreted, directly connecting current events with personal experiences, without an analysis of secondary historical sources. Thus, this narrative, by focusing on emotions and direct experiences, offers an intensely personal and emotional view of the conflict, although it lacks historical rigor to provide a well-founded analysis of the Chilean social outbreak.

As for intermediate level stories, this narrative also stands out:

“To give you a better understanding of the events, I will share my personal experience during the ‘Social Outburst’ in Chile. On October 18, while at university, I had an eye-opening conversation with a classmate. He was commenting that the inhabitants of Santiago were exaggerating when complaining about a 30 pesos increase in transportation, while he was paying much more each day. I respectfully explained to him that economic capacity varies significantly between people; what is manageable for some, may be unsustainable for others. I stressed to him the importance of understanding the real reasons behind the discontent. Although I do not justify the violent acts that occurred, I strongly

believe that it is crucial to know and understand the full context before formulating opinions” (Teacher in training 15).

The above narrative reflects how the personal experiences of the pre-service teacher 15 influence the interpretation of historical events. The story begins with a conversation between the narrator and a classmate, who minimizes the complaints of Santiago residents about the increase in the cost of transportation, while the author of the story highlights the diversity of individual economic situations and the importance of understanding the roots of social discontent. This interaction illustrates how personal experiences and conversations can provide a more nuanced perspective of events, in contrast to the simplicity of media or political narratives. Although the narrator does not support the violence that marked the social outbreak, he emphasizes the need for a deep understanding of the social and economic context before issuing opinions. This discourse underlines the usefulness of individual experiences to connect the past with the present and offer a more comprehensive view of social conflicts; however, it promotes the issuance of unfounded and fragmented judgments that lack a historical analysis based on reliable sources of information.

Similarly, at the intermediate level, this evidence also stands out:

“I remember the first time I went out into the streets and saw hundreds of neighbors, many of whom had never protested before, joining together in demonstrations. It was exciting to see the entire nation shouting that ‘Chile has woken up.’ The first few days were chaotic; there were barricades on every corner and looting was imminent. Although the media broadcast the violent demonstrations, the brutal repression by the military and police, including torture and shooting in the eyes, was off-screen. The risk was such that we did not know if we would return home safe, leading to the cancellation of classes in schools and universities. With the protests gaining international attention, the government could no longer ignore them, and in the midst of the chaos, a plebiscite was proposed to change the dictatorial Constitution. This marked the beginning of a series of plebiscites organized to capture the needs and opinions of the Chilean people” (Teacher in training 19).

The narrative illustrates the use of experiential historical empathy, in which the narrator uses his or her own experiences to make sense of events. This account highlights the way individuals perceive and are affected by the events around them, offering an intimate view of the initial chaos, barricades, looting, and violent repression that, according to the

account of student teacher 19, the media failed to fully capture. It also mentions the direct impact of the conflict on daily life, such as the cancellation of classes, and explains the context that led different political sectors to propose a plebiscite to change the Constitution. This approach provides a deep understanding of the motivations and reactions of participants during the social outbreak, although it lacks judgments based on historical evidence.

Fourthly, within the advanced level narratives, it is observed that 4.2% correspond to this select group because they explain past actions in their context, using historical sources that help to establish similarities and differences between the past and the present. In this regard, only the following story stands out:

“Since the beginning of the social outbreak, human rights organizations have documented multiple violations of these rights by the police. As of March 18, 2020, 2,520 complaints were registered, including 1,730 for unlawful coercion, 460 for torture, and 5 for homicide. In addition, hospitals reported 3,838 injured people and 460 cases of eye injuries, 34 of which resulted in serious eye damage and 2 cases of irreversible loss of vision in both eyes. These data provoke a reflection on the justice and morality of acts, both past and present. Jiménez (2020) argues that governments tend to label mobilizations simply as acts of violence, ignoring that the inability to listen to and empathize with citizen demands is a fundamental problem. In addition, he suggests that political efforts have contributed to the problems and have ignored the true causes of discontent. In order to fairly assess the events that occurred, it is essential to analyze the root causes of the problems and rethink the categorization of acts of violence, recognizing that both protesters and law enforcement have resorted to physical and psychological violence, whether in defense, attack or repression” (Teacher in training 2).

The narrative, analyzed under advanced historical empathy, reflects an approach that contextualizes past actions in a framework other than the present, using statistical data and secondary sources to illustrate the continuities and ruptures in state and citizen responses. The detailed record of human rights violations and injuries during the protests, provided by human rights organizations and hospitals, highlights the severity of police repression. The argumentation based on the work of Jiménez (2020) adds a layer of depth by suggesting that the government's tendency to label protests as simple acts of violence ignores fundamental problems such as a lack of empathy and communication with citizens. This discourse

provides a more nuanced understanding of the events, highlighting the importance of understanding historical dynamics to formulate more effective and fair responses when contemplating social change in Chile.

In summary, the results reflect that the majority of future teachers have not yet developed an advanced level of historical empathy, evidencing interpretations that are presentist or based on personal experiences. This analysis underlines the importance of incorporating more rigorous methodologies and the use of historical sources in teacher training, in order to promote a critical and contextualized understanding of the past.

Discussion

A first aspect that draws attention from the analysis is that 54.1% of the future teachers were at the null level because they did not integrate historical empathy into their stories. This problem implies that more than half of the teachers in training have significant problems when it comes to understanding, based on a rigorous analysis of sources, the recent past in its context and teaching the complexities and particularities of it to their future students. For this reason, the absence of historical empathy not only limits the students' ability to analyze the facts, but also restricts their ability to appreciate the motivations, feelings and circumstances that influenced the actions of people in the past.

This situation may be indicative of several limitations in the training itinerary of the participants or in the teaching methodologies used by the teacher educator to develop historical competencies in teacher training. For example, it may reflect teaching that is excessively focused on memorizing dates and events, rather than promoting a more reflective approach that fosters the student's understanding and personal connection with history. Furthermore, according to Carril *et al.* (2022) and Gajardo *et al.* (2022), this result suggests the need to incorporate teaching strategies that motivate future teachers to put themselves in the shoes of historical figures, considering the temporal context and the social, economic and political structures that shaped their lives.

To address this weakness, it is advisable to integrate activities and assessments that require a critical and empathetic analysis of historical cases. This exercise can include structured debates, dramatizations of historical events, and the use of fictional diaries or letters written from the perspective of historical figures, whose activities can enrich students' understanding of the past and provide the necessary tools to apply these learnings to the study of current problems. In this context, it is worth highlighting that the realization of such

initiatives has been favored by the growing transition from the traditional model ¹to the constructivist approach ²that has occurred in the Western educational system, since, following Ponce and Guerrero (2022) and Carril *et al.* (2023), it has significantly transformed teacher training, preparing them not only to impart knowledge, but also to inspire and cultivate a more empathetic understanding of the past in future generations.

A second finding worth highlighting is that 41.7% of the stories are at the apprentice or intermediate level; that is, they use presentist historical empathy or use personal experience to interpret the recent Chilean past. In the case of apprentice level narratives, it is observed that they tend to interpret historical events through the lens of the present, projecting contingent values, beliefs and opinions on historical situations and figures. This view of the Chilean social uprising does not consider the historical context, which leads to a distorted and simplified understanding of the past, since the stories contain unfair historical judgments and a limited perception of the conflict. For their part, the intermediate level stories are characterized by formalizing a link between past and present through the individual experience of the participant because they show a more advanced attempt at historical empathy than the presentist level, since it recognizes that the past can be understood through human experiences. However, as these narratives are based primarily on personal experiences, they are influenced by subjective perspectives that limit a complete and contextualized understanding of the Chilean social outbreak.

Finally, it should be noted that only one teacher in training (4.2%) achieved the advanced level in his account, since he explains the social outbreak in its context based on the analysis of historical sources that help to distinguish divergences and similarities between past and present. This level reflects a deeper and more nuanced understanding of history, where the historical context in which the events occurred is recognized and valued. Likewise, this approach enriches the historical learning of teachers in training by highlighting the

¹The traditional model of history teaching is characterized by teaching that focuses on the transmission of knowledge from the teacher to the students, who play a passive role. The main objective is the memorization of facts, dates and historical figures, with a focus on a linear and objective view of history. Classes are taught in an expository manner and assessments are based mainly on the repetition of the content taught, without encouraging critical or reflective analysis by students.

²The constructivist model proposes an approach in which students are active agents of their own learning, constructing knowledge through critical analysis of historical sources and personal reflection. History is presented as an interpretive discipline, open to different perspectives and constantly evolving. This model promotes the development of historical thinking, seeking to have students understand historical processes in depth, question traditional interpretations and relate historical events to their contemporary reality. The role of the teacher is more that of a guide or facilitator, and the assessment focuses on the development of competencies, such as the ability to argue and think critically about the past.

complexities and perspectives that coexisted in the recent past. This type of historical constructions, as Álvarez (2022) indicates, come from teachers in training who live in educational and family environments where critical debates and cultural references about recent Chile predominate, or are the product of a secondary education marked by transformative teachers who cultivated an alternative historical discourse to the traditional one, since both factors influence and feed back into the academic preparation that Pedagogy students receive during their university education.

These results, in contrast to studies such as those by Carril *et al.* (2020), Álvarez (2022) and Carril *et al.* (2023), which reflect high cognitive levels of historical empathy in teacher training, highlight a worrying situation regarding the development of this skill in participants. While the aforementioned works highlight a robust and effective preparation in terms of historical empathy, the findings of this research raise a significant limitation in this area. This discrepancy not only highlights a variability in teacher training, but also suggests a huge challenge to overcome in the analyzed course. The ability to develop historical empathy in new generations of students is fundamental for a deeper and more nuanced understanding of past events, which is essential for the teaching of history. Therefore, it is imperative to identify the underlying causes of this weakness and systematically and effectively address the shortcomings in teacher training. This effort will require a thorough review of educational programs, the implementation of innovative pedagogical strategies and a firm commitment to the continuous improvement of the training processes of participants.

Conclusions

The analysis of the narratives reveals that 54.1% of the participants, a significant majority, do not incorporate historical empathy. This data shows a worrying disconnection with the historical and social perspectives underlying the conflict addressed, suggesting that many future teachers may be limited in their ability to link the recent Chilean past with the study of rigorous and reliable historical sources when developing critical historical narratives. In addition, 41.7% of the narratives that do employ empathy do so from a presentist and experiential perspective, whose approach, although more immediate and personal, is less robust in terms of historical contextual anchoring.

In this context, the predominance of a presentist or experiential approach highlights an elementary understanding of historical empathy that not only reduces the depth of analysis, but also conditions the ability of teacher trainees to address complex and multi-

causal problems of the past. This premise supports the need to improve training in techniques that promote a deep and nuanced immersion in historical contexts, essential to develop a holistic and empathetic understanding of history. Likewise, it highlights the importance of training teachers oriented towards inquiry, promoting in future teachers an investigative, analytical and reflective attitude so that they are able to generate knowledge both from their experience and to apply it in their educational work. This approach seeks to enable teachers to investigate their own educational experiences, analyze the results of their interventions, reflect on them and, based on this metacognitive exercise, develop new forms of teaching that better fit the needs of their students and the educational context in which they work.

Furthermore, the almost total absence of future teachers who reach an advanced level in historical empathy, with only one student achieving it, highlights a critical area for improvement in teacher training. This challenge indicates the urgency of updating the training path that future teachers follow and strengthening current pedagogical methodologies to ensure that teachers in training understand historical facts and are able to interpret and contextualize historical sources in a way that transcends superficial interpretations. This situation demands a deep reflection on educational strategies in teacher training, promoting the implementation of practices that intensify the use of historical empathy. In this way, the quality of historical education could be significantly improved and future teachers prepared to teach history in a critical, informed and contextualized manner.

Future lines of research

To complement the findings of this article or to address associated pedagogical aspects, the following three lines of research can be considered:

1. Pedagogical interventions to improve historical empathy in teacher training

Description: To investigate the implementation of different specific pedagogical interventions in history teacher training to improve historical empathy. This line of research can address the analysis of workshops, teaching modules and the use of educational technologies that promote the development of more advanced historical empathy.

Rationale: The results of the study indicate that a large proportion of prospective teachers do not adequately develop historical empathy. Future research could focus on evaluating the effectiveness of different pedagogical methods in overcoming this limitation.



2. An international comparison of historical empathy in teacher education

Description: Conduct comparative studies between different countries and educational systems to analyze how historical empathy is addressed in teacher training in diverse cultural and educational contexts.

Rationale: Understanding how historical empathy is taught and fostered in different educational systems can provide valuable lessons and best practices that can be adapted and implemented in other contexts, including Chile.

3. Impact of historical empathy on student teaching and learning

Description: To investigate how the levels of historical empathy developed by prospective teachers impact the teaching and learning of their future students. This line could include longitudinal studies that follow teachers from their training to their professional practice.

Justification: Evaluating the real impact of historical empathy in the classroom can help justify the importance of its development in teacher training and provide evidence on how it influences students' historical understanding and critical thinking.

These lines of research not only expand knowledge about historical empathy in teacher training, but can also significantly contribute to improving educational practices and historical understanding of future generations. These proposals thus complement the findings of this study by addressing the limitations detected in the development of historical empathy in teacher training, offering a framework for future research aimed at strengthening this crucial area of education.

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