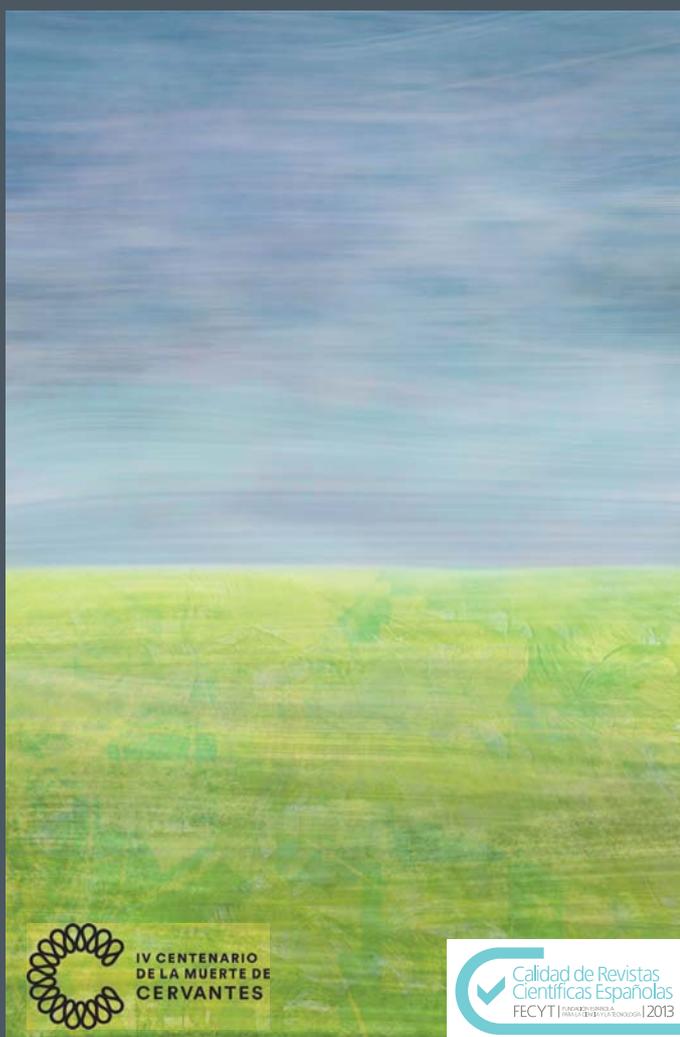Patrimonio, educación, identidad y ciudadanía. Profesorado y libros de texto en la enseñanza obligatoria

Heritage, education, identity and citizenship. Teachers and textbooks in compulsory education

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Abstract

Heritage is a key element in the teaching and learning process, as has been noted by different studies conducted for 20 years. From heritage we can work relevant contents and problems for society and education, such as identity and citizenship. This paper presents a complex and interdisciplinary vision of heritage education, connecting the social sciences with natural and experimental sciences. It is a vision based on socially relevant solving problems, interaction, innovation and social criticism conception of education.

This study presents a methodology that combines quantitative and qualitative techniques, from the interpretive paradigm. A table of categories is designed (developed as a hypothesis progression) which allows a rigorous analysis of data obtained through questionnaires, data collection tables and discussion groups. The information is provided by teachers and textbooks of primary and secondary subjects of Social Sciences, Natural Sciences, Geography and History, Biology-Geology and Physics and Chemistry.

The results allow us to approach the concept of heritage and its teaching and learning that work at these levels and subjects. It becomes relevant the relationship between heritage and identity, as well as obstacles to working heritage from an educational perspective, causing a predominance of aesthetic and temporal visions, with methodological strategies of traditional character and academic and conservationists purposes, approaching the second level of progression hypothesis defended in this work.

Keywords: Heritage Education, Compulsory education, teachers, textbooks, identity, citizenship.

Resumen

El patrimonio es un elemento clave dentro de los procesos de enseñanza y aprendizaje, según se ha podido constatar a través de diferentes estudios llevados a cabo desde hace ya más de 20 años. A partir del patrimonio se pueden trabajar contenidos y problemas relevantes para la sociedad y la educación, entre ellos los aspectos relacionados con ámbitos tan complejos como la identidad y la ciudadanía. Desde la perspectiva que se presenta en este trabajo se concibe una visión de la educación patrimonial de carácter complejo e interdisciplinar, conectando las ciencias sociales con las ciencias naturales y experimentales. Es una visión basada en la resolución de problemas socialmente relevantes, en la interacción, la innovación y en la concepción sociocrítica de la educación.

El estudio, fundamentado en este planteamiento teórico, combina técnicas cuantitativas y cualitativas desde el paradigma interpretativo. Se diseña una tabla de categorías (elaboradas como una hipótesis de progresión) que permite un análisis riguroso de los datos obtenidos a través de cuestionarios, rejillas de toma de datos y grupos de discusión. La información es aportada por el profesorado y los libros de texto de educación primaria y secundaria de las materias de Ciencias Sociales, Ciencias Naturales, Geografía e Historia, Biología-Geología y Física y Química.

Los resultados permiten aproximarnos a la concepción del patrimonio y de su enseñanza y aprendizaje que se aborda en estos niveles y materias de enseñanza. Se ponen de relieve las relaciones del patrimonio con la identidad, así como los obstáculos existentes para trabajar el patrimonio desde una perspectiva educativa, que provocan un predominio de visiones estéticas y temporales, con estrategias metodológicas de carácter tradicional y finalidades académicas y conservacionistas, que se aproximan a las características del segundo nivel de la hipótesis de progresión en el que se basa este trabajo.

Palabras clave: Educación Patrimonial, enseñanza obligatoria, profesorado, libros de texto, identidad, ciudadanía

Introduction

Several studies approach Heritage Education as a currently relevant line of research, particularly from the educational standpoint, but also because of the more complex social meaning that training in heritage can give to our communities (Estepa, 2009; Miralles, Molina and Ortuño, 2011). The conferences organised in recent years (1st, 2nd and 3rd International Heritage Education Congress, held in Madrid in 2012, 2014 and 2016, respectively), the drafting and implementation of the National Education and Heritage Plan developed by the Ministry of Education, Culture and Sport (Fontal and Ibáñez, 2015), or the *Museos+Sociales* programme, all highlight this situation.

There are now several research groups consolidated through the development of competitive R+D+i projects and doctoral theses, which study educational processes through heritage on the basis of basic and largely coinciding premises. Research in the field of formal education is impressive, with works such as those by Ávila (2001a), de Castro (2016), Gillate, (2014), González-Monfort (2007) or Lleida (2010), focused on analysing the concepts and knowledge of teaching faculties and the role of heritage as content and resource in teaching and learning processes (Estepa, Ávila and Ferreras, 2008). In the field of textbook analysis, great breakthroughs have been made since the late 20th century, both in the general education sphere (Parcerisa, 1999; Tiana 2000) and the specific area of social sciences teaching (Ávila, 2001b; Valls, 2001), and are also taking shape in the case of heritage education (Cuenca and Estepa, 2003; Cuenca and López-Cruz, 2014; Estepa, Ferreras, López-Cruz and Morón, 2011; González-Monfort and Pagès, 2005). Along these lines, we should not forget to mention the proposals put forward by the HEREDUC group, as part of the Socrates programme funded by the European Union (De Troyer, 2005).

Although works relating heritage, identity and citizenship are few and far between, the reflections and studies on heritage, landscape and citizenship by Brusa (2011) and Morón (2016) or those by Semedo (2007) and Pinto (2011) are of great interest, dealing with issues related to heritage and citizenship, as well as those linking education, heritage and identity (Copeland, 2006; Davis, 2007; Falk, Dierking and Adams, 2011; Semedo, 2015). Along similar lines, we may cite the studies by Martín-Cáceres and Cuenca, (2011) or Estepa (2013), which analysed the

connections between formal and non-formal education in terms of heritage and identity and their relations with educational proposals for citizenship training. Likewise, the interactions between formal, non-formal and informal areas in heritage education and their connections with the field of identity scales have been the subject of study by Calaf (2010), Fontal (2013) or Gómez Redondo (2013), always carried out from interdisciplinary perspectives. These are joined by works addressing the evaluation of educational programmes in museums and heritage settings (Fontal and Gómez-Redondo, 2016; Vicent, Ibáñez and Asensio, 2015), aspects now being afforded increasingly greater relevance in the field of heritage education research.

From here, the theoretical framework upon which this study is developed involves considering the direct links between heritage, identity and citizenship. Thus, the vision of heritage and heritage education established is of an interdisciplinary, constructivist, participative, interactive, complex and socio-critical nature. Our theoretical references set out from the overview of the notion of heritage from a holistic and systemic perspective. For the definition of heritage, we set out from multiple perspectives: anthropological, temporal and socio-critical, which are combined with identity relationships, as previously proposed in different works (Estepa, 2013).

All of this prompts us to investigate these interactions in depth, setting ourselves the research questions: What is faculty's concept of heritage and how is it manifested in compulsory education textbooks? Which methodological approaches are used when teaching heritage in compulsory education, on the basis of the information provided by faculty and textbooks? What links are there between heritage and identity when it comes to working with patrimonial elements in compulsory education? These research problems, which respond to the general aim of determining the current situation of heritage teaching and learning processes, assessing the obstacles existing in this process and proposals to overcome them, are approached through the execution of several research projects funded by the Ministry of Science and Technology and the Ministry of Economy and Competitiveness.

Method

The work carried out combines empirical and documentary studies (through quantitative and qualitative analysis), always taking as reference an interpretive paradigm of a socio-critical nature (Losada and López Feal, 2003). This way, the methodological diversity and eclecticism in the different works performed provides us with the wealth of data gathered and interpreted that characterises the outcomes of this research.

All of this is developed on the basis of homogenous research instruments that allow us to approach the studies in a systematic and rigorous manner. The framework instrument establishing the theoretical and methodological foundation is a progression hypothesis (García Díaz, 1999), which is configured as the evolution of thought, ideas and knowledge on three levels, depending on the complexity-simplicity relationship or abstraction-concretion of the different aspects that we consider key to the concept of heritage and its teaching and learning.

On the basis of this progression hypothesis, which synthesises the conceptual evolution regarding heritage and education, we designed a system of categories as an instrument for analysis and guidance throughout the research process (Martín-Cáceres and Cuenca, 2015). This instrument enables us to specify those heritage education-related aspects we consider relevant and which delimit the study guidelines. This categorisation system structures the design of the information-gathering instruments applied in this case (questionnaire, information gathering grids and discussion groups). All of the above is explained in greater depth in the following sections.

Sample

As already stated, this study focuses on analysis of the views expressed by teachers and textbooks on the teaching of heritage in primary and secondary education.

In the concept study, for the primary teacher sample, 66 primary schools in the provinces of Huelva, Cadiz and Seville were selected: 11 in Huelva, 22 in Cadiz and 33 in Seville, as the pupil population in these provinces maintained the 1/2/3 ratio; however, only 49 primary teachers answered the questionnaire and thus constituted the study sample from

this collective. With regard to secondary teachers, this sample comes from Institutes of Secondary Education (secondary schools), maintaining the same proportion by province. This gave rise to a total of 36 centres, selecting a teacher from each of the three areas that we considered would be more directly related to heritage teaching, such as Geography and History, Biology and Geology and Physics and Chemistry. So, in this case there were 108 teachers (18 in Huelva, 36 in Cadiz 36 and 54 in Seville); however, the sample consists of the 77 teachers who responded to the questionnaire.

As for the textbook study, we selected 96 textbooks from three publishers (Anaya, Santillana and SM), corresponding to three autonomous regions (Andalusia, Madrid and Catalonia), for both primary and secondary education in the subjects: Knowledge of the Natural, Social and Cultural Environment; Social Sciences, Geography and History; Natural Sciences; Biology and Geology and Physics and Chemistry.

By way of triangulation, to compare the results of our previous studies, we called in several teachers to take part in discussion groups, with the final participation of 8 primary teachers, 7 secondary teachers of Geography and History and 6 teachers of Natural Science, Physics and Chemistry.

Instruments

The data-gathering instruments consisted of a questionnaire to compile information on the teachers' concepts (Estepa, Ávila and Ruiz, 2007), an observation template and grids for the analysis of teaching materials (Cuenca and López-Cruz, 2014; Ferreras and Jiménez Pérez, 2013). A script was also prepared for the discussion groups to use in the debate with a total of 15 issues arranged in the different research categories and, in conclusion, two final questions on heritage in textbooks and course materials (Table I). The answers to these questions were transcribed from the video recordings and the notes taken by the research team. Analysis of all this information was performed using a grid to compare the questions asked with the responses from each of the participants, which allowed an initial assessment of the opinions, before proceeding with a more in-depth analysis *a posteriori*, which enabled us to synthesise and interpret each of the interventions emerging from the discussion and

highlight the key ideas and elements which are not so explicit in the group dialogues.

TABLE I. Discussion groups development protocol

Categories	Contextualisation	Questions
Category I Heritage concept and typology	After analysing the Social Sciences faculty's concepts and the textbooks they use, from different publishers, we were struck by the importance given to an item or object that has come to be considered heritage (heritage perspective) for its acknowledged prestige, its grandiosity, scarcity, rarity, uniqueness or economic value.	*1. Do you agree that only those elements fulfilling these features are considered heritage? Why do you think we obtained these results?*
	A majority of Social Science faculty members tend to view only elements of an historic-artistic nature as heritage, and do not consider ethnological and/or scientific and technological elements as heritage, nor those which have not reached a certain age. In the textbooks, this consideration is extended to (natural) environmental elements, or manifestations corresponding to different stylistic (artistic) movements and again, but to a lesser extent, to ethnological and scientific-technological elements.	*2. Why do you think a broader view of heritage is found in textbooks? Do you agree that these types of heritage elements should appear? Would you add any others?*
	The books usually present heritage assets of a historical nature in History subjects, natural assets in Geography subjects and artistic assets in History of Art subjects.	*3. Does this layout seem correct to you? If not, how should it be done?* *4. Would it be possible to work on the same heritage element from different perspectives (historical, natural, ethnological, etc.)?*
	In our research, faculty claimed to use heritage frequently, mainly when organising educational excursions and itineraries and, to a lesser extent, when explaining lessons. We can therefore say that few heritage-related classroom activities are carried out, whether by faculty or included in course textbooks.	*5. Why you think such little classroom work is done on heritage?*

Categories	Contextualisation	Questions
Category II Heritage Teaching and Divulgation	As discussed above, most of the activities undertaken in relation to heritage consist of visits to a museum or heritage element where a guide, or the teaching staff, explain the heritage object or element.	*6.Is the excursion or itinerary integrated in the teaching-learning process of your classroom schedule?* *7.Do the textbooks provide strategies or tips for heritage-linked field trips, or any other type of heritage-related activities?* *8.What materials are used during these outings? Who prepares them? Are relations established between the museum staff and faculty before, during and/or after the visits? Can the materials be improved? How?* *9.Do you approve of this type of activity (outings) or do you think others should be organised in the classroom? Which ones?*
	On the other hand, the educational role accorded to heritage, both in the perceptions of faculty and in the textbook, is its use as a didactic resource, i.e., as a backup or source of information when working on other contents. Despite this, it does not reach the reference level we have set, in which heritage is addressed not only as a resource, but also becomes a content item and an objective.	*10.How could we present heritage elements so that they are not merely a teaching resource, but also an object of study in themselves?*
	Concerning the integration of contents (conceptual, procedural and attitudinal), we note that they usually appear in non-integrated form, so heritage elements are thus approached either in conceptual, procedural or attitudinal terms. Heritage normally appears as conceptual content and occasionally as attitudinal content.	*11.Why do you think this happens? Do you think that the same heritage element could be worked upon from all three angles? How?*
	Moreover, in terms of conceptions, teachers emphasised that the aim of teaching heritage should be to raise student awareness of conservation. However, in the te xtbooks its role is to provide knowledge of facts and information of an illustrated-cultural nature, or focused on anecdotic (academic) aspects.	*12. Do you notice this difference in criteria? How is this disparity of criteria compensated in the classroom?* *13. Do you think that other aims should be considered? What are they?*

Categories	Contextualisation	Questions
Category III Heritage and Identity	*In our research, we found that the Geography and History teacher felt less identified with ethnological heritage assets, according greater value to natural and historical-artistic elements. However, in some textbooks we did observe some cases where this ethnological patrimony is valued and heritage is also related with identity. Fourth year course materials did include symbolic-identity elements of other cultures such as Nazism, Communism or Francoism, which help us understand the significance of this historical period.*	*14. What do you think causes this differing assessment between conceptions and textbooks? How should heritage elements appear in books in order to make this identity relationship more palpable?* *15. In general terms, why are more relations not established between heritage and identity in textbooks?*
Final questions	*16. Does the textbook respond to your needs in terms of heritage teaching? What are your needs?* *17. What deficiencies do you find in museum materials? How could they be improved?*	

Source: Own creation.

The data analysis instruments consisted mainly of a category system, based in turn on a progression hypothesis that ranks the subcategories and indicators that make up the category system from simple to complex (Jiménez-Pérez, Cuenca and Ferreras, 2010). This system of categories serves both to examine the concepts and for the analysis of teaching materials and discussion groups.

The system proposes three categories, common to our study aims:

■ View of heritage.
■ Heritage teaching/learning.
■ Heritage and identity.

The first category (*View of heritage*) has two main subcategories: on one hand, the heritage perspective, where the criteria whereby heritage is conceived are expressed and, on the other, the type of heritage identified.

The second category (*Heritage teaching/learning*) makes reference to several subcategories, including the role of heritage in educational

schedules, characterisation of the contents worked on in relation to heritage and the aim pursued by the use of heritage. The third subcategory (*Heritage and identity)* presents subcategories related with the recognition of heritage as an identifying element for a society, as well as the value accorded.

All the indicators from each category and subcategory are set according to the progression hypothesis, which sets out three possible different levels of conceptual development in faculty and teaching materials, in relation with heritage and its teaching-learning. These include a first or initial level, the vision of heritage and its teaching, and the third or reference level, where we establish the concept of heritage and its teaching that we understand would be desirable (Estepa et al., 2008).

The initial level is dominated by a rather simple view of heritage, according to an outlook marked by its scarcity and by its grandeur or acknowledged prestige. The second level would involve greater complexity in the concept of heritage and its teaching, including or exceeding previous perspectives, primarily corresponding to stylistic and temporal criteria, which would involve a more complex analysis of the heritage references being studied and their interrelation with other more abstract contents of a sociocultural and natural kind. In addition, heritage references of an ethnological and scientific-technological nature are included. The third and final level of the progression hypothesis, or desirable level, overcomes the epistemological, teleological and didactic obstacles arising in the previous stages. This allows us to conceive heritage from a symbolic-identitary perspective, as a cultural characteristic of our society and a factor in understanding other civilizations of the past and present, contributing to the education of citizens committed to and critical of society.

Results

The results presented here correspond to the outcomes obtained in the cited projects, constituting a synthesis of the information on the conceptions of teachers, the data from the analysis of the teaching materials used (textbooks and curriculum materials), and with special emphasis on that obtained in the teachers' discussion groups.

Category I: Heritage concept and typology

In terms of *conceptions*, the majority of teachers -except the Geography and History faculty- presented a restrictive view of heritage, especially when referring to ethnological and technological heritage elements. Regarding the results provided by the analysis of the textbooks for each of the groups studied, we note:

In the *Social Science textbooks*, we find a dominant view of heritage characterised by its exceptionality and monumentality (level I), followed, to a lesser degree, by an aesthetic perspective (level II) and, occasionally, a symbolic-identitary outlook, for certain aspects and subject areas (level III). As for the types of heritage most frequently used, historical, artistic and natural patrimony are predominant, whereas ethnological heritage is only identified sporadically. Regarding the *disciplinarity subcategory,* which measures the degree of interrelation of heritage elements, the predominant level in these textbooks is unidisciplinary (working only on one type of heritage), indicating an approach of low complexity.

In terms of the *Experimental Science textbooks*, the *view of heritage* is also understood in an exceptional and monumental manner, in this case associated with natural and, to a lesser degree, scientific-technological elements (level II). Both types of heritage are worked upon from a unidisciplinary perspective, and only in some units in a multidisciplinary approach (various types of heritage summatively, non-integrated).

Regarding the *Knowledge textbooks* (Primary Ed.), a monumental and exceptional perspective predominates, and only occasionally a symbolic-identitary view (level III). Likewise, this perspective is associated with the dominant heritage type being historical and artistic, natural and, occasionally (mainly in first cycle), ethnological. As to the degree of disciplinarity, the textbooks analysed are generally of a unidisciplinary nature, so there is no connection between the different types of heritage that appear.

Regarding the discussion groups, we note that for teachers of Social Sciences, Geography and History heritage is a fairly well known content and recognised by faculty, forming part of the discipline's traditional curriculum and found mainly in a number of teaching units related to Art History, and in a more dispersed and discrete manner, but also easily identifiable, in those others which, although not part of the bulk of the contents, take up specific sections linked with national heritage or

transversal contents. The identification of what heritage is, as stated by most participants in this table, is related with the existence of an *image*, which entails the notion that heritage is something specific and tangible, especially associated with what we have designated the "classic trilogy" of patrimony (natural, historic and artistic heritage).

However, Experimental Science teachers, being from "sciences", were surprised to be approached to discuss heritage. They perceive this content as very dense for them and that even the word heritage creates a "cognitive dissonance" in them. They claim to understand what natural heritage is, but not what we understand by scientific-technological heritage.

Category II: Heritage teaching model

In relation with the *Role of Heritage*, around *43%* of faculty say they always or almost always use heritage in their classes. As for how they use it, we see that they do so mainly through a series of activities that vary depending on the groups studied:

Some *38.2%* of teachers said they organise field trips to study heritage, while *10.4 %* do so through the teacher's explanation, and the rest of the interviewees are spread between activities such as information searching, videos, workshops, etc.

Field trips and guided visits appear to be the most frequently organised activities, leaving the others in the background. Nevertheless, both one and the other are mainly carried out through the teacher's presentations. Thus, faculty is the protagonist, whereas students act as recipients of the information transmitted verbally. In this sense, we can say that the role accorded to heritage in educational processes is that of a didactic resource.

In line with what we have seen previously, we found that in both primary and secondary textbooks, heritage again appears as a *didactic resource,* as it is used in the activities as a source of information for the development of teaching units.

In terms of *integration of contents* (conceptual, procedural and attitudinal) found in the textbooks, we can highlight the following issues:

The contents of textbooks for secondary students are mostly of a conceptual nature, and in only a few cases is there any degree of simple

integration, whether conceptual or procedural, in the case of Social Sciences, or conceptual and attitudinal, when referring to Experimental Sciences.

In primary textbooks, the trend is very similar to the two previous cases, manifesting a simple integration, combining conceptual and attitudinal contents when dealing with certain singular and acknowledged problems (example: Iberian lynx).

Regarding the *aims* pursued with heritage teaching-learning, the most notable in the conceptions study was the practical-conservationist objective, which promotes the conservation of heritage, sometimes by the mere fact of keeping. We also occasionally came across concepts with a more critical purpose, thus reaching the desirable level, where the goal of heritage education is the development of identities, as well as training for social intervention in relation to the defence and preservation of the same.

However, when analysing primary and secondary school textbooks, in general terms the end pursued is merely academic, with a knowledge of heritage based on facts and information of a cultural nature, illustrated by and focused on anecdotic aspects.

We can say, therefore, that there is a divergence of views between the goal pursued in heritage teaching and learning as stated by faculty - situated at the intermediate level of our progression hypothesis- and the aim transmitted by the materials they use, which we consider in the initial level.

As for the discussion groups, primary teachers confirmed almost all the data obtained in our research, as they think that in general faculty does not feel any real concern for heritage teaching, mainly due to issues of initial training, and of time when it comes to teaching the contents included in the course project and their classroom schedule. Moreover, textbooks, in general, do not respond to the weight that heritage should have in teaching. Rather than improving the textbooks, it would be better to improve the sources used when drafting them, mainly the curriculum, and specifically the competences, where skills explicitly referring to heritage and its teaching and learning should appear.

Regarding the Social Sciences faculty discussion group, one of the mainstream ideas is that heritage assets are used as a teaching resource, a fact that is repeated and promoted in textbooks. When heritage does not appear explicitly in the textbooks through images and written text, it

is not identified by the teachers, which frequently occurs in the case of ethnological and scientific-technological heritage, where it is linked with a single event (Andalusia day), or with the expansion of contents, for example the inventions arising with the Industrial Revolution. Along with this aspect, most teachers in this discussion group claim that heritage is located inside the book in the specific annexes dealing with the Autonomous Region, in the complementary section designated "Develop your skills", or else in the "Panels" containing subsidiary information.

In the group of Experimental Science teachers, heritage teaching is assigned an occasional nature, given the restrictive framework provided by the curriculum schedule and study plans at initial levels and university entrance exams at baccalaureate stage. They see it as more easy to implement in optional subjects or areas such as the *Integrated Projects* run by some schools. They call for resources (materials and activity proposals) to be able to work, in principle, with knowledge of the immediate surroundings and awareness of the potential of this heritage perspective.

Category III: Heritage and identity

This category is articulated around two subcategories: identity scale and the relation between heritage typologies and identity:

The most commonly implemented, particularly in *Secondary Education Social Sciences Textbooks,* is usually a social identity scale, which involves awareness of the symbolic value of heritage and its identification with a social group, close to its culture; for example, characteristic elements of an autonomous region, especially of an ethnological nature. This social scale is closely linked to a historical and artistic heritage and to a lesser extent, ethnological items. Only on few occasions is a multiple-identity scale detected which includes the above aspects, although it extends the territorial and cultural scale to the entire territorial and cultural scale of our planet.

The results of analysing the *Experimental Science Secondary Education textbooks* show that this category is only occasionally worked on and only appears in a few teaching units, from a social standpoint, usually associated with aspects linked to natural heritage. In no case is scientific-technological heritage taught in terms of identity.

For *Primary Education textbooks*, the situation is somewhat similar, although the identity elements are more common, with a social value and linked with ethnological heritage. Thus, in relation to the typology sub-category of heritage and identity, we can say that the social identity scale is almost always associated with cultural elements close to the pupils and ethnological in nature.

Regarding the conceptions of faculty, they were asked for the five heritage elements with which they felt identified, justifying their response, with over 130 different assets being cited, mostly related with Andalusia's natural, historic-artistic and ethnological heritage. Thus, Doñana National Park is the most frequently mentioned heritage asset, (6.70% of interviewees), followed by architectural elements of Granada's Moorish art such as the *Alhambra*, the *Generalife* and the *Albaicín* district (4.75%), the historic centre of Seville (4.10%), and in fourth place, the Caliphate Cordoba (Mosque, Jewish Quarter, with 3.46%). A second group of more frequent responses is headed by Easter Holy Week (2.59%) and the Natural Park of Grazalema (with 1.94%). Note the wide spread of responses, leading to a low percentage of common elements.

For the heritage identity and typology subcategory, we detected less identification with ethnological elements, with more weight being assigned to natural and historic-artistic heritage.

On the other hand, the discussion group considered teachers, and not textbooks, to be the promoters and/or managers responsible for establishing identity relationships between their students and the heritage of their surroundings. They also consider that «our identity» is sometimes diluted by the multiculturalism present in the classroom, as it is more politically correct to address that multiculturalism rather than dealing with the identifying traits of any particular sector. All agree that the heritage that identifies us (as Spanish) arises from the fusion of different cultures throughout over 3000 years of history. They also note that there is a hidden patrimony, which remains buried by the vanquishing cultures, in our case the Jewish and Muslim heritage, which is not approached as it should be by textbooks, as these peoples were banished from our territory.

The Social Science faculty discussion group pointed out a lack of identification with heritage elements, which are far removed from the reality of young people and teachers alike. In this sense, the *connectivity* of heritage is a pressing need, not only because it will favour the Nexus

between patrimony and identity, but because at the same time it blurs the boundary between historical and geographical content to explain a reality through heritage contents. Moreover, they say that when the book deals specifically with economic issues, in addition to referring to elements distant from the territorial and affective dimension of students, the language also constitutes an important barrier, as the textbooks occasionally employs terms and content which are far beyond their grasp.

In the Experimental Science discussion group, we again encountered language issues. Identity is not a term which the teachers have considered in terms of teaching these subjects, and they are therefore less able to relate it with heritage or detect it in their textbooks. The debate thus hinges around the identitarian value accorded to the surrounding natural heritage and, of course, scientific-technological heritage, as cultural heritage does not appear in the books analysed. In this sense, all the teachers positively valued using the nearby natural surroundings (more for natural heritage and less for scientific-technological patrimony).They understand the relationship between human beings and their surroundings from the standpoint of environmental education, but have never considered it from a heritage perspective. All agreed on setting out from the local sphere and, moreover, this is the way they work, but they have doubts about whether it facilitates the transition from local to global.

Conclusions

Connecting the various studies that have been presented in this paper, we find that the majority view held by faculty regarding heritage would be situated at an intermediate level within our progression hypothesis, in the four groups making up the faculty sample, due to the predominance of a conception of heritage according to aesthetic and historical criteria, although a sector of Geography and History faculty and, to a lesser degree, of primary teachers, that could be placed in the level of reference or symbolic-identitarian perspective.

As for the heritage types, Geography-History teachers are those who manage a greater heritage diversity, compared to Physics and Chemistry teachers, who acknowledge a more limited range of heritage types. The group consisting of primary school teachers and Biology-Geology teachers is in an intermediate situation. In addition, scientific-

technological heritage, along with ethnological, are the least recognised
by secondary teachers, while among primary teachers a greater number
of elements belonging to the ethnological heritage are acknowledged
(fiestas, traditions, etc.).

In general, faculty emphasises conservation and identity, from all types
of heritage, except for scientific-technological, with an educational and
practical concern (used to understand the present and the past).

In the textbooks, the predominant view is of exceptional and
monumental heritage, with a degree of interconnectedness of heritage
assets of unidisciplinary nature, with nuances, depending on the
knowledge area.

Regarding the discussion groups, we highlight the weak or non-
existent initial training, especially among primary teachers and science
teachers, so that teachers are considered mostly self-taught on this subject.
In general, faculty pointed out a degree of difficulty in distinguishing
scientific-technological heritage, while associating the different heritage
typologies with a given subject or knowledge area.

As for category II, we note that half of the *teachers* surveyed claimed
to always use heritage in their classes, or almost always. *Field trips and
guided visits* appear to be the activities most frequently organised by
faculty. They are carried out on the basis of *oral presentation* by the
teacher, or else by a guide or expert from the museum. These outcomes
are clarified in the discussion groups, as faculty considers that not much
work is done on heritage in class. The science teachers went even further,
as they perceive great difficulty in integrating heritage into the course
contents. At the same time, they feel constrained by the Spanish University
Access Tests and raise a very interesting question, asking themselves
whether this difficulty of integration is due to the lack of understanding
of the concept of heritage, or to the methodology applied. In turn, both
primary and secondary teachers of Geography and History emphasised
the anecdotal nature of their work with heritage, presenting field trips as
the main activity to introduce their students to heritage. They also
consider that more work is not done on the subject due to lack of time.

Heritage is regarded as a teaching resource, as in the textbooks, where
it is sometimes treated as an anecdote to illustrate or add an extra
information element, but not as a substantial part of the general discourse
of the content developed. Only on rare occasions is heritage approached
comprehensively, in other words, jointly as content, resource and objective.

Moreover, the contents appear in textbooks disjointedly, with a predominance of conceptual content, while the conjunction of conceptual and attitudinal content appears only occasionally, mainly in activities designed to develop critical attitudes, on topics related to environmental conservation, or in contents related to cultural and ethnological local issues familiar to students (fiestas, traditions, etc.).

Similarly, the *contextualisation* of heritage assets is also simple. Textbooks usually refer to their location in time and/or space, although when the heritage asset is identified by its significance for the advancement of science and technology and its impact on society, its function is also noted, but this identification is insignificant, as it is mainly found in Secondary Education textbooks in the field of Experimental Sciences.

The *objective* stated by teachers in heritage teaching and learning is of a practical-conservationist nature, with the aim of raising awareness of conservation. To this must be added the importance acquired by the critical aim; however, the purpose of the heritage that we detect in teaching materials is primarily academic, and only on rare occasions does it have a practical-conservationist value. Although the discussion of concepts highlighted the importance of a critical and active perspective, we believe that it is basically a statement of intent, which we interpret as a mismatch between the goals expressed and the actual praxis.

Finally, with regard to category III, the textbook analysis reveals that the relationship between heritage and identity is not always clear. When this relationship emerges –on few occasions in the books on Experimental Sciences- it has a social scale, often associated with a type of ethnological heritage or the historical-artistic patrimony. Reference to these heritage assets is by geographical proximity, by tradition (Christmas, for example) or by biological or geological signification, in the case of natural-type heritage elements.

This phenomenon is specifically identified in the textbooks by the presence of world-renowned heritage sites (under some form of legal protection), such as Intangible Cultural Heritage of Humanity, Biosphere Reserve, etc., with an acknowledged media impact. The fact is that no relations are formed between this type of heritage and nearby patrimonial references, moving from global scale to local, without establishing nexuses or seeking similar instantiations in the immediate environment (local, regional, etc.). We observed this same aspect in the teachers' conceptions.

For the *heritage identity and typology* relationship, we detected *less identification with ethnological elements*, establishing a higher rating for natural and historic-artistic heritage types.

From the discussion groups, it was shown that textbooks do not work directly on the relationship between heritage and identity. There is almost unanimous agreement on the importance of the familiar, which shows that heritage can be more easily accessible and understood when setting out from the local milieu. This way, when we address heritage on the basis of identity related with the familiar, we create an awareness of the environment, while generating responsibility and appreciation towards the same.

Based on these results, we are currently developing a research work focused on the relationship between school-museum-territory, through the analysis of good practices in heritage teaching and learning and experimentation of didactic proposals. This new study will enable us to compare the outcomes with those presented in this work.

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