

## **Printed Material and Digital Media in Teaching of History: Presence and Level of Frequency of Use in the Classroom**

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### **Abstract**

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*This work is focused on the use and relationships between textbooks of History of Spain, the teacher's notes-materials, digital media and socio-cultural resources. It is a non-experimental descriptive study; the sample was carried out by cluster sampling and quotas over 136 teaching public and private centres in the 2014-2016 courses. Ninety students in the 2º year of High School from 53 Secondary Educative centres, located in 23 localities of the Autonomous Community of Region of Murcia. The information was collected through two questionnaires and the documents (manuals and notes) that the students used in their classes. The analysis includes the study of the presence, frequency and the students' valuations about the use of these means. The results show that the use of the teachers' notes-materials, the digital and the socio-cultural media are almost in 100% of the statements but with a different frequency of use in the classrooms. The textbook is 37.74% in the classroom; however, the students' use it in 52.83%, because some of them have it at home even though it is not recommended*

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**Keywords:** Teaching, Media, Resources, History

### **Introduction**

“Textbooks and their textual content are thus not static entities that simply convey a message but are materially shaped textual artefacts that are adapted, transformed, contested, subverted, or may even be banned from the classroom.” (Kolbeck & Röhl, 2018, p. 399).

“The findings of these studies suggested that teachers make personal decisions about which parts of the text they use, how they use particular textbooks, and when to supplement them with other resources.” (Watt, 2015, p. 69).

“Each highlighted section in the textbook was categorized according to the kind of block it belongs to (introductory tasks, exposition, worked example, kernels, and exercises)”. (Rezat, 2009, p. 1263).

“Students' familiarity with History originates from several sources, which include, but are not limited to the school curriculum. (...) children and adolescents express they have learned about the past from their parents, siblings and other relatives; from printed or electronic media such as television, movies, popular books and the Internet; from visits to museums and historical sites; and from its exposure to historical artifacts inside and outside their home”. (Barton, 2010, p.103).

The four introductory texts offer a general perspective for this work and for the research line we are developing. In the first place, the textbooks are conceptualized as adaptable and transformable textual artifacts that are sometimes not even used in the classrooms, as Kolbeck & Röl (2018) point out in their review of textbook studies. Some changes are directly related to the teachers' decisions with respect to the adaptations they make in the textbooks and in the note-materials, as Watt (2015) affirms. On the other hand, the need to know the changes teachers perform implied the pertinence for looking for indications in different sources of information such as observations and interviews. In this sense this research line has followed these working marks highlighted as Rezat, (2009) mentions. The teaching-learning students' activities left working marks in both, the textbooks and the teachers' notes-materials. The students explained about these working marks in the questionnaires they filled out. The sources where teachers and students look for contents are diverse; Barton (2010) includes the family, films, museums and some others.

Over almost 30 years, a research line focused on the teaching-learning processes of History of Spain in the Autonomous Community in the Region of Murcia (CARM) has been carried out. The questions emerged in this period have been structuring the working plan that is being developed. This article is about the use of the textbook, the teachers' notes-materials, the digital media and the socio-cultural resources in the classes of History of Spain. When we mention the teachers' notes-materials, we refer to those that range from brief information, to those that include images, documents, etc., that could be alternative materials. With the study of these media we offer a perspective focused on the 2014-2016, courses, its presence and frequency of use in the teaching-learning processes of this subject. This article continues with Martínez-Valcárcel (2018) previous work which research about the use of these resources in six scenarios, through the analysis of the working marks and valuations carried out by the students.

More concretely the use of the textbook together with the increase of the teachers' notes-materials, the use of Internet and the socio-cultural resources, raise a challenge for us, in order to know and at the same time to attempt to answer some questions. The main question is what media is being used and what is their use in the classrooms of History of Spain in the CARM? As specific objectives we formulate the following: What presence and frequency do these means have in the classrooms of History of Spain in the courses 2014-2016 in the CARM? How do the students describe that use? and How do these media are related between each other? The answers to these questions allow us to know, understand and interpret the situation of these resources in the classroom and to expand this study to other cultural and geographical spaces.

### ***1. Theoretical Background***

A very short summary about previous research of the topic will involve Pingel (2010). In his work, the author introduces the general review about the research carried out about the textbook, highlighting different theories from authors quoted, the specialized journals, the published works and the research contexts in this field. The recent work produced by Fuchs & Bock (2018) "The Palgrave handbook of textbook studies" synthesized the research related to the textbooks which we chose chapters 27 and 29. In chapter 27, Hansen (2018, p. 370-371) summarizes the studies related to "Textbook Use", emphasizing the need to know "the modifications performed by the teachers and students". "distinguishing between textbooks as a primary basis for lessons and as a supplementary resource". On the other hand, in chapter 29, "Text book Practices: Reading Texts, Touching Books", Kolbeck & Röl (2018, p. 400) claim the necessity to study "the textbooks in the classrooms use (...), the teachers' personal beliefs about appropriate instruction, the time available, and the students' capabilities". In addition, the students' use of the textbook, the working marks and the organization of the textbook, moreover as future research the studies about the digital media and the use of other resources in the classrooms.

In the field of History, we must refer to Rösen (1997) and his proposal on researching about the textbooks of this subject. Also, in this short review of international reference, we cannot omit to mention the analysis by Nicholls (2003) about the theoretical foundation in the textbooks research, emphasizing the strong and weak points, mentioned by Borries, Körber & Meyer-Hammer (2006) and Barton (2010). It is important finishing by mentioning the studies that IARTEM is conducting and among them the study by Sikorova (2011), mainly the work "The role of textbooks in lower secondary schools in the Czech Republic", which constitutes a good benchmark for our proposal.

The research about the textbook in Iberoamerica and Spain is related to MANES Project. We highlight the study carried out by Tiana (2000), which as editor collects a pioneer work of almost 30 authors about the political intentions and the pedagogical influence in the textbooks. Likewise, Puelles (2007) analyses the relationships with the textbooks and their compulsory use in the classrooms.

We emphasize the Iberoamerican studies, Braga's (2016) is focused on the National program of Didactic books and Carbone (2016) remarks about the textbooks in the information era. Equally meaningful is the study about the categorisation of the fields of study by Martínez & Rodríguez (2010) about the curriculum and the textbook. In addition, Valls (2008) collects the contributions of the Didactic of History and the textbooks, with a balance of the studies developed and a rationalized proposal of the research lines to follow. On the other hand, the publications related to our research line includes the works carried out by Martínez-Valcárcel in the 2014, 2016 and 2018, in which the textbook is established as one of the variables studied.

In all the studies carried out in this research line, the textbook, the teachers' notes-materials and the Internet have been investigated in the classrooms. The research about these resources and its relationships have been different during this period. Therefore, we can point out that until 2003 (Martínez, Valls, Pineda, 2003) the textbook was the source of reference for teachers and students, although it is traditional to use it at the same time with the teachers' notes-materials; the use of Internet is scarcely (Martinez et. al., 2004). Conversely, the data base collected in the courses 2012-2013 and 2013-2014 (centred in the use of the textbooks and the working marks left by the teachers and students) show a change in which the teacher' notes-materials are the first source used in teaching History of Spain (Martínez-Valcárcel & Alarcón, 2016 & Martínez-Valcárcel, 2018) and the presence of Internet is very important in the classrooms too. If in the earliest research it showed the "myth" around the textbook, we can reasonably introduce the one about the "teacher's notes-materials" as the organizer of many of the students' tasks in which "their possession" suppose a guaranty to approve. Nevertheless, in the data collection from 2015-2016 courses, the use of the Internet appears not only as an informative repository, but as a student's resource to access to other kind of information, to research and as a means of communication with other students.

In the previous research line, among the studies referring to the textbooks and the digital media, it is important to highlight the general revision of the research made at the Regional Conference held in Colombia (2016) which is related to our Balance and Analysis of research about the scholar textbook and the digital media. In this, Rodríguez (2016, p.17), performed an analysis on the scientific production pointing amongst others, the need of studying the "use of materials, selection, (...), studies in concordance to areas and specific didactics, (...) development of alternative materials and didactic materials". It is also relevant to our work, the references about the use of the textbook, showing its importance, although it is not the only media used. Following that line, in order that teachers make their own materials, it is necessary to have an open and flexible curriculum and the connection with the movements of renovation and focus to the local reality. In contrast, when we refer to alternative materials, it is appropriate to contextualize and adapt the teaching-learning proposals to the students' reality, confirming the minority representation that these proposals have.

Another revision, related with our work, was carried out by Área & Rodríguez (2017), namely the monographic in the RELATEC magazine "From the textbooks to the digital didactic materials "that presents part of the data from the project «The school of the digital society: analysis and proposals for the production and use of educative and digital contents» (EDU2015-64593-R). They introduce the analysis about transformations and the scholar didactic materials from the digital society with special emphasis in the Latin-American and European environments. We emphasized part of the second study, which refers to the change from the textbook to the educative digital contents in the classroom. Additionally, Travé, Pozuelos, Cañal and Heras (2013, p. 52) in their article Analysis of curricular materials and teaching practice, developed from two research projects in Infant and Primary Education, they affirm the following relevant facts:

"There are cases in which the textbooks have been used together with other resources which complement them. For instance, with the frequent use of the digital technologies, we have also proven certain situations in which implementation does not adjust to the pattern described for the editorial that merchandize them".

Equally, Marqués (2012, p. 7) establishes a general classification of the role's digital media play on the students' training process which we draw attention because it is important for this work: "communication channel, open source of information and didactic source". As for the digital tools, its use in the classroom is common, as Miguel-Revilla, Sánchez Agustín & Moro-Bengoechea (2018, p. 69-70) affirm. However they recognize that "a multitude of sources exist in the teaching of History and they are able to be transformed in a very useful didactic resources for teaching (...) in addition, the teachers disposition to use the general WEB pages instead of repositories or specialised archives", suggest the construction of a specific repository for this subject.

Alternatively, to know how the ICT are being used inside and outside the classroom, will help to understand the changes taking place and interpret the role of new technologies in the sense pointed out by Terry Haydn and Kees Ribbens (2017, p. 248).

In terms of what it means “to be good at ICT as a history teacher, we would argue that it is not primarily being an expert in the use of interactive whiteboards, response technology, e-portfolio software, class sets of tablets, computers, website or wikis creating software, or being able to use a wide range of Web 2.0 applications. It is more about being able to use new technologies and social media to improve learning outcomes in history and being able to develop students’ ability to handle information about the past from a range of sources, including those available via the internet, intelligently and discerningly”.

On the other hand, Area’s work (2004) refers to the criteria to choose the media the teachers can use. He quotes among others, the relevance of using the media and materials with the socio-cultural environment and their adaptation for studying the content. In our case, the adaptation to the geographical cultural context, which is diverse, multicultural, and full of singularities therefore, this affects the kind of media selected. However, these referents are not evaluated, reason why they remain hidden in the students’ learning, although the research carried out previously already recognized their existence and it is being analysed.

The existence of the cultural or natural heritage, the singularity of the locality, its parties and commemorations constitute a situation lived and common in the classroom, along with the mass-media (press, radio, TV, and others). These resources are in the daily student’s life, with information from the present and the past or from the reconstruction of the past for informative, formative or recreational purposes. The TV series, especially some of them, deal with a past that they collect and create in order to show it; this can be close (Tell me how it happened?<sup>1</sup>), in the past (Isabel<sup>2</sup>), documentaries (characters, social or war events, nature, monuments) just to mention some. This information normally situated in the past is being transmitted when the students and teachers are in the teaching-learning processes of history, and in a explicit and implicit way this arises in the classroom. Thus, for instance, the Isabel series recreate, with due precautions, that environment lived in Spain, so is there a relationship of that period with the present? Obviously not, the recreation performed in the present (a fact not unfamiliar to the mentality of its creators and the public to which it is addressed), may have a small portion of that present, in the sense of watching it and contrasting it with the past and the present ways of life. We can also mention the historical and natural heritage with which the students were born and live in their city such as festivities and commemorations, in which they participate and often collaborate in their annual performances. It is not, therefore, a link between the History classes and the present, but without a doubt it is about the existence of a present that has its infrastructures in the past and the students often experience it personally. They are not only some means that may or may not motivate, but they are, in part, contents of the subject of History of Spain. Likewise, when we refer to the present, we are not talking about a story based on current problems, but to the use of this in the classroom, through the direct link with facts of the current moment or the information provided by the sociocultural or social media, historical otherwise the geographical heritage.

So, the objective of this article is about the relationships between the textbooks, teachers’ notes-materials, digital media and socio-cultural means. In this study we have collected the relevant information in order to know which presence and level of frequency they have in the classrooms. This work covers another purpose in this research line: to give the necessary data for deepening the information (printed or digital) the teachers use in the teaching-learning process of History of Spain as well as in the elaboration of their own notes and/or materials.

## **2. Methodology**

According to Salkind (2017), this research is characterized as descriptive non-experimental and tries to show a wider image of a phenomenon that is important to explain and interpret. In addition, in order to understand the descriptive nature of an event, it is important to understand the phenomenon itself, because it is not possible to evaluate neither appreciate the advances achieved without understanding the context in which such events have taken place.

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<sup>1</sup> Television series that began in 2001 which it related to the life of a middle-class family during the Spanish Transition and that reaches today.

<sup>2</sup> Television series that tells the life of Isabel I and Fernando the Catholic (Catholic Kings).

The resources available and the characteristics proposed in this research, show as pertinent criterion to use cluster sampling and “quotas” Salkind (2017, p. 78) to select the sample. Thus, in order to select the centers (Institutes of Second Education, IES), the territorial distribution, the size of the population and the localities were considered. Then, the participants were selected according to the characteristics needed (students of 2<sup>nd</sup> High school with an average age of 17-19 years and from the 2014-2015 and 2015-2016 courses), the number of the students was decided (quota) and they were selected according to the first ones who accomplish the conditions required and wish to participate. Furthermore, the moment of the data collection is when the students start the university studies; most of the students (90%) conclude the high school and start the University. It is worth noting that in this course and to enter to higher education they must present the University Access Test (PAU), which score affects the option of the speciality the student wants to attend and practically it conditions the studies of all the subjects in 2<sup>nd</sup> High School course (Martínez-Valcárcel et. al 2018).

More specifically, the two samples were taken from the 136 teaching centers in the CARM, 103 public and 33 private centers. The first sample was from the course 2014-2015, which was inquired about “Socio-cultural resources and the use of the present” it involved 41 students from 25 centers (33 public and 8 private), they belong to 16 localities. The second sample, 2015-2016, was asked about the use of the textbook, notes-materials and digital media, in which 53 students from 39 centers participated (27 public and 12 private); 28.68% were from 23 localities of the Autonomous Community of the Region of Murcia.

The instruments to obtain the information were two structured questionnaires. The first one inquired about the use of socio-cultural-resources and the present (course 2014-2015). In the second one the research was about the use of the textbook, notes-materials and digital media (course 2015-2016). In total, both questionnaires were structured around 31 items: 18 closed answer (yes-no) or (Likert scale) and 13 open answers that deepen the assessments made. Equally, they were also asked for their materials used (books, notes, papers, etc.), which was donated to be part of the educational memory in 40% of cases. The questionnaires were submitted to analysis by (4) experts and they were piloted with three participants before its application.

### 3. Analysis and Interpretation of Results

Once the introduction and the background of this work have been developed, together with the methodology, now it leads to the analysis of the results obtained. First, we introduce the results of the presence and frequency<sup>3</sup> of use of the four media under research. After that, we explain the study regarding the teachers’ notes-materials, following with the use of the textbook, the study of digital media and the sociocultural sources in teaching of History of Spain.

Table 1 shows the presence (yes-no) and the frequency (valuation of use), that is made of every one of the four resources. It should be noted the use of the teachers’ notes-materials, since they are present in almost all the statements, in 98.11%, with a high frequency of use of 88.68%. In second place, the use of digital media, that practically are in all the situations 96.23%, but with less frequency of use 41.51%. Whereas the text books are present in 37.74%, with a frequency of use of 20.75% and always linked with the teachers’ notes materials. Finally, it should be noted that the use of socio-cultural and present resources is in all cases 100%, but less frequency of use 65.66%. These resources are a real fact, they are not evaluated but, obviously, the teachers usually use them in their classes with motivational purposes, however, in this case they also transmit content that influences the students’ perceptions. Likewise, the existing heritage in its context stimulates their formation, even sometimes the centre is integrated into that heritage or the students also participate actively in the festivities (Romans and Carthaginians in Carthage for instance).

Table 1: Media used in History of Spain. Source: authors

	Teachers’ notes-materials	Textbook	Digital media	Socio-cultural media
Presence	98.11%	37.74%	96.23%	100%
Frequency	88.68%	20.75%	41,51%	65.66%

<sup>3</sup> We have distinguished the presence (they have been used or not in the classroom) and the frequency (intensity of their use measured with the Likert scale), with the purpose to distinguished one information to the other.

### 3.1. The teachers' notes-materials

This section is focussing on the teachers' notes-materials in teaching History of Spain, being the most used resource, by the participants both for their presence 98.11%, and frequency 88.68%. The central question tries to know the presence and the reasons for using the notes-materials in teaching. It is inquired their use, the way they were provided, their updating and if the student had them new or if they are already used by other students. At the same time, we asked to the students for their reasons to their quantitative answers.

Table 2: Use of the teachers' notes-materials of History of Spain. Source: author

Teachers' notes-materials		Notes-materials distribution			New notes-materials	
Presence	Frequency	Dictation	Photocopies	Internet	Teachers	Students
98.11%	88.68%	39.62%	60.38%	52.83%	15.09%	84.91%

We have appointed as the teachers' notes-materials to all the information the teachers provide to the students for the subject of History of Spain. These might range from small clarifications in the textbook, to the development of texts and materials that replace the textbook, these include graphics, images, activities, and so on. The notes-materials have the following purposes: they provide prestige to the teachers in this subject and they solve the problems in relation to the time available in the program and the amount of content to be taught. In addition, these provide more understandable texts for the students (becoming alternative to textbooks) and give the appropriate answer to the test that the students must take to enter to the university.

The notes-materials: student perception. The students describe them as a "summary of the information gathered according to the teachers' experience in the subject of History of Spain". They allow them to follow the program of the subject, and they might alternate with the textbook or being an alternative text. Furthermore, according to the participants, the notes-materials are adequate and sufficiently developed for the demands of the subject of History of Spain. The teachers elaborate their own notes-materials, expressing what they believe should be studied for the understanding of the subject, however they can use the notes made by other teachers too. When the notes have a wide extension, they can be named as "materials" that are alternative to the textbook. The following statements introduce this synthesis<sup>4</sup>

The teaching processes and the notes-materials. Whether or not the students have the teachers' notes-materials before the teaching, it has different purposes. The common situation is to provide the notes-materials to the students, before the teachers' explanation, using or not the Power Point, schemes, images, videos and other media. This situation has as a purpose, that the students pay attention and take notes, underlining, highlighting, and so on. However, when these materials are available, the students can pay less attention to the class. Another minor situation is when the teacher explains first and after provides the notes, with the purpose that the student learns to point out the important ideas and elaborate their own notes. Nevertheless, it has the inconvenience that the students could be more attentive to register all the information and do not understand the contents. Moreover, when the notes are new there are no problems, but then again when the notes-materials are the same as those provided in previous courses, it creates complications, as the students choose to use the previous notes. Still in both situations it should be noted, as some participants mentioned, that the notes were essential for teaching and studying, being practically the only information, they had<sup>5</sup>.

The assessment and the notes-materials. The exams of the subject or the Test of Selectivity to be admitted in the University (PAU), are also mentioned by the students when they talk about the notes. When the information is summarized it allows adjusting the time available to make this kind of test. Moreover, the teacher wants his programme to be modified according to the official curricula and not only the contents required in the selectivity.

<sup>4</sup> 9028.R.2.1.2. Identification keys: (9) Data base of the research line, (028) student, (R) research topic (Resources). The rest of the numbers (2.1.2) are related with the items to research.

9028.R.2.1.2.(...). They were a synthesis of notes from other teachers, from their own conclusions of the textbooks ... With this, the teacher managed to create some according to his satisfaction, with the theme that he considered important.

<sup>5</sup> 9053.R.2.1.2. (...) the content of the notes was dictated by the teacher in the classes everyday while explaining them. (...) the notes provided by the teacher were the same as those of previous years, (...) except for some fragments of information that she was adding during the classes (...). But later in the course, the teacher provided these notes to the whole class so that students could consult questions or modify the notes dictated.

The notes-materials resources of distribution the teachers' notes-materials are provided to the students by one or several resources at the same time. These are provided in photocopies in 60.38% of the situations. These are left in the concierge of the centre, provided personally or left in any bookstore. In the Internet as a repository in 52.83%, it is an important fact since it shows the evidence of its use in the teaching.

The notes are dictated in 39.62% of the situations and almost all of them are teachers' clarifications that are included in the textbooks or in the materials. It is important to bear in mind the tradition of providing the content in paper, but with a very significant increase in the use of digital media.

The notes-materials: change and continuity. The teachers' notes-materials have a more dynamic possibility of change and modification than the textbook. However, we cannot forget that they depend on the official program and, in our case, mainly with the tests of selectivity, PAU. Due to the nature of the texts, there has been some difficulty in their interpretation, the notes-materials are modified in 15.09% annually, 67.92% are from previous years and 16.99% does not respond. Such changes are related to the teacher's own convictions, modifications in the methodology or teaching that subject again.

The notes-materials reused by the students. According to the results 84.91% of the students use them new (in this percentage the 18.67% use at the same time, notes from other classmates) and the 15.09% use only teachers' notes-materials already used from other students. Most of the students prefer new teacher's notes-materials so, they highlight and expand on them whatever they consider necessary. Working with underlined materials and with other classmates' clarifications leads to confusion and they are not easy to use for further study. It is also interesting to mention that 18.67% of the participants also use notes from other students, as they can clarify their doubts about the contents of the program and guided them to develop their own notes or sometimes, these materials have better quality. Conversely, working with other classmates' notes is because they were not renewed by the teacher. In addition, because they have relatives or friends who have been students of the same teacher, it represents an economic saving and make it easy to follow the classes.

### 3.2. The textbook in teaching history of Spain

This section aims to know the presence of the textbook in the classrooms. The questionnaire collects different questions and students' valuations. The items are structured around two fundamental questions: Was the book recommended by the centre? And did the teacher use it? After these two items, three more questions are formulated, these ones are interested in the assessment made by the student about its use, and whether the textbook is new or already used and they also rationalized and discussed their answers related to the close questions. Finally, it is asked to the student's decision for having the textbook, although it is not compulsory in the classroom, they rationalize their answer. It is important to note according to table 3 below that the textbook is recommended by 43.40% of the centres. However, 37.74% of the teacher follow the textbook, indicating that 5.66% of them do not use it because the teachers' decision. The students who did not use the textbook in the classroom is 62.26%. On the other hand, the frequency in the classroom is low in 16.98% (with the very important use of the teachers' notes-materials) and high 20.76% (11 students, we have to specify that 5 participants use exclusively the textbook, and 6 alternate it with the notes-materials). These data support the relationship between the textbooks and the teachers' notes-materials and the importance of the latter.

It also necessary to point out that 52.83% of the students use the textbook, 15.09% more than the teachers. It is especially meaningful that 8 students have it; even though the teacher does not use it. Equally, there is a tendency to buy textbooks already used by other students thus, 20.76% are new and used 35.87%, that implies, as we will see further, some problems in the teaching of History.

Table 3: Use of the textbook of History of Spain. Source: authors

Frequency of the textbook in the classroom: teachers' use		The textbook: recommended by the centre or used by:			Textbook and the students annually	
Low	High	Centre	Teachers	Students	New	Used
16.98%	20.76%	43.40%	37.74%	52.83%	20.75%	35.87%

Students' opinions about the textbook. The item R.1.1.3. of the questionnaire explores the students' reasons about the presence of the textbook. The students' answers indicate that it is due to the usefulness it has for the subject 35.85%, the quality it has for the understanding of the content 32.08%, the use of the textbook in both places, classrooms and homes 26.42% and some problems to acquire the textbooks 28.30%.

Table 4: Razones del uso del libro de texto dadas por el alumnado. Source: authors

Usefulness	Quality	Classroom and home	Acquisition	Teaching
5.85%	32.08%	26.42%	28.30%	37.74%

It is interesting to note how students perceive that one of the important characteristics of books is the usefulness these have to reach their objectives, and being the main source of information even when the textbook is not compulsory. Thus, 35.85% mention that the textbook is useful in order to follow the rhythm of the class, because the extension of the content is very important for them, since it helps them to complete their notes, to expand their knowledge and the comprehension of some concepts. Regarding the quality of the textbook, it is present in 32.08% of the situations. They mentioned the quality of the images, photographs, illustrations and texts, they helped the students to do a better analysis on the ‘comments of the text’. Likewise, the structure of the textbook help to the understand the contents, which are considered in some cases better than the teachers’ explanations. Another characteristic is that they also help the students to place themselves into the historical context, which is more comfortable for both teachers and students. Finally, it is explained that the textbook is well-kept-up and better than the other means.

The place of use (classroom and home), is mentioned by 26.46%. The use of the textbook is not limited to the classroom, according to the students’ answers, it is also used at home. Thus, they declare that they had it sometimes in class although it was not present all the time and the importance of having at home even it is not mandatory.

Finally, the acquisition was reported in 28.30%, the books were acquired in different ways. For instance, some did it in the second-handbook shop in the school, others acquired it from relatives or friends who had already used it and some others acquired it new. Thus, it is a reality that shows other characteristics of the textbooks in relation to the teaching, as the students clearly mentioned.

The textbooks and the teaching-learning processes. The participants’ reasons for using the textbook in the classrooms is 37.74%, these are fundamentally linked to the processes and means of teaching History of Spain. So, they point out that besides the textbook: the usage of the touch board to record the most important ideas or schemes, the presence of other digital resources, the importance of the topics outline of the textbook in order to follow the rhythm of the class. In addition, their concern to explain what was not understood and the need to expand the important ideas, (that the students underlined or where the answers were, in order to work in the topics). Moreover, the spatial and temporal location of the historical facts and the need to avoid monotony, by using other materials. All resources mentioned above, have the help the students’ comprehension of the contents and follow the teacher’s explanations with the book.

The new and used textbooks: influence on teaching. The decision to use the textbook in the History of Spain classrooms is on the teachers, as we have seen in previous publications (Martínez-Valcárcel & Alarcón 2016, Martínez-Valcárcel, 2018). Nevertheless, the students’ acquisition of the textbook adopts two possibilities: either they acquire it new for the first time or they buy it second-hand. Both options are important, because in the textbook they will make highlights, strikethroughs, underlines and some other marks, so to find them or not in the book it has an important scope in the teaching-learning processes and in the "use of this resource in the classroom by teachers and students". As we have already mentioned, out of twenty-eight students 52.83% have a textbook, nine are new, seventeen are used and two students have two books, one new and one used. Obviously, these data show the tendency to use the textbooks from other students, almost double the amount from those who acquire it for the first time. That is why we dedicate a section to this topic, not very analyzed in the research about the use of the textbook, which would be problematic to understand if the working marks left on them are not analyzed. Starting from the tasks that the students perform in the textbook (evidences which are recorded in the working marks left) items "R.1.2.3.1 and R.1.2.4.1" of the questionnaire investigate students’ reasons for acquiring the text book of History of Spain.

Table 5: The second-hand textbook: its influence in teaching. Source: authors

Economy	Working marks	Teacher	Personal decisions	Students who use it
41.51%	45.28%	20.75%	20.75%	52.83%

The price of the textbooks. The way of acquisition of the textbook was studied previously as well as how they reuse it when they talk about teaching but emphasizing on the price since it is relevant for the decision to buy it new or not.

The students declare in 41.55% that their textbook is second-hand because they have siblings, friends or colleagues in the centre and, therefore, when is the same teacher; they avoid their family to spend money. In addition, when they have a new textbook it is due to: they do not find who would leave it or could sell it, it does not mind buying it new or, after buying the book and not being used very often, then they complain because it causes them an unnecessary expense.

Tasks carried out in the textbook. The participants mention they regularly underline, expand the information, or make diagrams, etc. according to the teachers' explanation. This fact leads the students for or against the decision to acquire anew or second-hand textbook; the students distinguish the positive and negative dimensions that the new or used textbook have by 45.28%. The advantage of having a new textbook is, to allow the students (and oblige them) to make the marginal notes personally. They mention they have problems from previous experiences when the books have been already marked and even suggest that having a new book allows them to develop their own marking personal style. In contrast, when the textbook is used, and they trust the previous owner because he was a good student, it helps them to clarify ideas. Sometimes they start from the previous working marks and include their own ones, that is by assessing whether the relevance of what has been done in the textbook has quality. Another significant fact is when the teacher is the same for both the previous student and the new owner of the book; then it could be negative, since the new student may not pay appropriate attention in the classroom.

The teachers and their teaching style. The teachers' figure is important in any teaching process and influences the students' learning; this is stated by eleven participants. The first of these influences is related to the textbooks and the different teachers' styles. Thus, when the student realizes the teacher will not be the same one, the working marks made by the previous owner of the book generates confusion to decide what information already marked is relevant. Other times, according to the students' opinion when the teacher of the previous owner of the book is better than the one he has, thus, the information that is already collected in the book is very useful, since it allows the student to understand the subject better. Once the student knows the textbook is not going to be used very much, thus the information provided by the former classmate who used it previously is relevant, especially when the previous student is clever, so the marginal notes he did on the book also contribute to the understanding of the subject. The knowledge that the students have about their teachers, is also a good help for taking the decisions to acquire a new or a second-handbook. Indeed, when it is known that the textbook will be worked in depth with multiple marks and extensions, without considering the cost thus, it is much more useful to buy the textbook new than acquiring second hand one.

The students' decisions about the textbooks, is stated by 20.75% of the participants. The first reason is that the textbook is part of their training and it adopts positions of gratitude and appreciation. For other students, it offers the possibility of going deeper into the content, since the used of the textbook may have a different reference to the one, they have. It is also habitual to develop a personal code for their highlights, which can have a great difficulty by the compilation of the colours used, although that does not avoid returning it. Finally, sometimes the textbooks are available in the libraries of the centres, the students can check them or even they can withdraw them for few days.

### **3.3. The use of the ICT in the teaching of History of Spain**

The presence of the Information Communication Technology (ICT) in the classrooms and the digital culture, is a phenomenon expanding in the teaching-learning process over the years. From our first research its presence was very scarce, however in 2013, it emerges in the 24% of the statements and in 2015 the 94.4% of the participants mention them. The purpose of this section is to know the presence and frequency of the ICT in the classrooms of history of Spain in the 2015-2016 academic year. The research questions were related to the presence and frequency of the websites of the centers and the use of the ICT in History of Spain, which included the functions they had in the teaching-learning processes. These questions were investigated through 5 items: two of them closed (yes-no) questions, one of Likert scale and two open questions that explore student's valuations.

The Websites and the ICT in the History of Spain classes; presence and frequency. All the centres have a WEB page on the platform provided by the Autonomous Community of the Region of Murcia (<http://www.murciaeduca.es/mapa/>), or another platform developed by the Institute.

In the case of the private centres, none of them develops the CARM page, furthermore, the presence of ICT in the teaching-learning processes of History by teachers and/or students is 96.22% but, the students' valuations about the frequency of use is 41.5% of the participants, table 6 shows the results.

Table 6: Use of the ICT in teaching History of Spain. Sources: authors

Web of the Institute	Use of the ICT	Frequency of use of the ICT		
		Never	Low	High
100%	96.22%	3.78%	54.71%	41.51%

WEB page of the center. All centers have the website, its existence allows the students to know what is going on in their institute, to manage certain administrative contents and use it for the subject of History of Spain. The teachers use it to upload all or part of the information related to the subject, such as the notes, documents or even to improve the communication with the students. In some cases, the webpage of the department is not developed, therefore it is requested to activate it. We also find the opposite case, when the students appreciate not to use it because it is more comfortable for them to have printed information. Likewise, it assumes, as the students point out, to have better relationship and knowledge about the centre, since it allows them to access (with their password) to the assessment schedules, prizes, projects, interesting news and photos just to mention some. This space also allows the students to clarify doubts, ask questions or to know about the recommended textbooks<sup>6</sup>.

Absence of ICT in the classrooms. Two students declare their use as "never" 3.78% arguing that the ICT are not necessary according to the strategy followed in teaching this subject, or because their teacher was very traditional.

Little or some presence of ICT in the teaching-learning of History. It is valued by 54.71% of the participants. The teachers use the ICT to motivate, making presentations, presenting some videos at the end of the topic, using some images or PowerPoint presentations. The students used it to find information they did not understand, it appeared interesting to clarify doubts or when the teacher requested them to do it. Another use is to download notes, for half of the participants the topics to be studied are facilitated by this means.

Common use of ICT in the teaching-learning of History. In total 41.51% of the students declare that the ICT are used with (more or less) frequency to provide information or search it, to interact with teachers or colleagues and, to make the processes of understanding the content easier. They are also used to view their marks, the events programmed by the centre, schedules, tutoring, etc. Because of the importance of the topic, we have selected the declarations of 1 participant as a sample of the ICT use in the classrooms of History of Spain. It is an example of their use in the classrooms of History of Spain and the possibilities they have for the future<sup>7</sup>.

The functions of the ICT in classes of History of Spain. According to the students' statements, we have identified three areas where they clearly appear, these are: accessing to the information, as a teaching resource (in more than 90% of the teaching situations studied) and as communication in 22.64% of the cases. We have to take into account that the student can use two or more functions at the same time, table 7 shows the results.

Table 7: Functions of the ICT in teaching History of Spain. Source: authors

As information 94.34%		Didactic Functions 92.45%			Communicative functions 22.64%		
Discharge	Research	Expand	Tasks	Motivate	Students	Teacher	Centre
54.72%	67.92%	56.60%	39.62%	75.47%	7.55%	15.09%	5.66%

The ICT as resource of information. It should be stated that this activity is carried out by 94.33% of the participants, either by downloading documents or searching for information. The contents that constitute the subject of History of Spain are collected and selected in the textbooks and / or in the notes, as we have seen.

<sup>6</sup> 9024. R.3.3.- On this page you could (...) deliver jobs, receive messages, communicate with the teacher when a question or a doubt arises, and look at the grades. (...) Our teacher did not provide the topics, notes and in general all the materials on the web page or virtual classroom, because we also preferred that he provide them in the bookstore, since, he did us the favour of not having to be constantly looking at the web page, and we did not have to download it to print it later.

<sup>7</sup> 9009. R.4.1.2. (...) As for the internet, it was the main tool in our classes, since we always used it, in one way or another. But us, the students, each individually also used the internet outside of class time This tool was essential since from the internet, you could send the notes to the teacher so that he could correct them, send text comments, resolve doubts online, ask him for more work to reinforce our own results. The teacher did not have a WEB page, but the institute did.

This fact means that the information obtained on the Internet is a change in the professional work of both agents, which is increasingly present in the daily life of the teaching-learning processes. The use of the Internet, in 54.72%, is reduced to "download" the files that the teachers upload, which sometimes are linked to other documents such as text comments. The purpose of that is to have the teacher's materials physically and be able to understand the class better. The deposit of these materials is usually done by the teachers on the Website of the centre, but also in others and even only by e-mail. On the other hand, "search" for information is in 67.92%, they do it in the classrooms and at home. This activity supposes a greater complexity than download the materials because it implies knowing what they are looking for and where to find it, validating and making decisions when they contrast the information with the textbook, and the teachers' notes-materials. It should be noted that the Internet is an easy and quick way to get information and also gives a variety of responses, although teachers warn for the reliability of the source used. Students use it to solve doubts about the content studied in the classroom and they did not understand it very well. In other cases, the Internet provides and clarifies different terms such as synonyms and antonyms moreover they find images that helped them to memorize and understand the content. Looking for information can be immersed in the dynamic of the class, because the student looks for information in order to ask about it in the classroom, reason why the teacher encourages them to research in order to complete the information about the topics. What is more, the teacher takes them to the computer room or gives the time in the class to comment about the information they have found.

The ICT as didactic resource. Sometimes it is a problem to distinguish between one and another function about the use of the Internet, but it is also true that the meaning of each one of the students' declarations makes clear what they want to achieve. Under the concept of didactic we have collected three kinds of contributions which are related with know more (extensions), perform tasks in class (usually text comments) and contextualize, motivate and visualize, very complex contents such as the ones in History, through documentaries, videos, news, etc. The use of Internet is in 92.45% of the participants' declarations in this research.

The option to expand the contents, is mentioned by 56.60% of the participants. The expand of the content is a task that allows the students to go beyond what is provided by the textbook or the teachers' notes-materials. It helps the students to develop searching skills contrasting different perspectives that enrich their knowledge of the topic. The teachers demanded and encouraged expanding the contents or sometimes it is the students' choice because they are interested to know and learn about the subject.

The tasks involved the writing of any kind of document, they represent a large part of the activities in the classroom and especially at home. These are: writing the topics, comments about the text and the students' notes, these are most of the tasks the students do in the class of History of Spain. All of them coordinated with some tasks related to certain characters or events of this subject, these activities were in the students' declarations in 39.62%. The students explained as a personal experience the progress they have of using the computer to do the tasks, as participant 9037, when she is narrating how from Compulsory Secondary Education (ESO), their use is increasing until reaching the high school.

Some tasks imply presentations in the classroom and its corresponding explanation, something that involves learning different programs in order to perform this type of task such as: the PowerPoint, students' notes, schematized summaries of what they were studying. It involves a personal developmental process and requires strategies or programs related to modern technologies.

The use of the ICT as motivators and carrying content of the subject, the teacher illustrates it through documentaries, videos, images or maps when he explains the subject of History of Spain. More specifically 75.47% of the participants declared that the ICT were present in the classroom and at home. The teachers use the audiovisual materials in order to help the students to understand the topics, the students declared that the class was more attractive and help them to set into them into context. Another use was aimed to learn the content easier, by associating it with images and facts students could see in newspapers or documents that confirmed what happened, it was better to do it at the end of the topic. The idea to use these resources can also start with the students in their own home to understand and solve their doubts and even to memorize the ideas before the exam because of the visual support they have. Finally, there are also situations where these media are not used or they are used little or even circumstantially for the reason that sometimes teachers have difficulties with the projection of certain materials on CD.

The ICT as a communication resource. The communication is another task for the students, teachers and the centre. In the WEB pages, the centres offer information which incorporates the Institutes into the society. When the students systematize the use of Internet, they also take it into account as a different possibility to

interact in their student life. The number of participants who mention it is low 22.64%, but it is a quantity that implies a progressive incorporation of that possibility into the face-to-face teaching-learning processes. It mainly emphasizes the communication with teachers and students, as it opens a space to explain doubts (when there was no time in the classroom) and to consult their marks. In addition, it is useful for the relationships with colleagues in order to do tasks together from their own homes, it allows them to work in different spaces at different time. Finally, it is worth mentioning the student's own relationship with the centre where they study, they like to know about a diversity of activities the centre schedule for them, which go beyond those carried out in each subject.

**3.4. The use of the socio-cultural resources and the present the History of Spain**

The opinions, about the socio-cultural resources and the present, appeared in the students’ descriptions when they talked about their teaching processes. It is a team work with other research and publications about the presence of heritage in the student’s education (Martínez-Valcárcel, 2016) the confirmation of its existence and its use in classrooms was important to include it in this study. Socio-cultural resources and the present in teaching of History of Spain: presence and frequency. The participants’ opinions pointed out the importance of the socio-cultural resources in the teaching processes. Some of the students’ reasons argue about the problems they had with their memories related to what happened in the classroom. Some events can be forgotten and the short period of time available for teaching the subject, do not help at all to make all the links the teacher wants, the teacher also follows a strategy to recover as much information as possible.

In the first place, none of the participants valued the category “never” about the use of the socio-cultural resources in the classrooms. The valuation “little” is 4.88%, it clearly links, with the explanation that it was limited to a singular event (a song), or the word "too much". The valuation of “frequent” use is 29.27%, it was focused on introducing the students in the period study to understand what was happening at that time. Certain characters in the government were mentioned and some television series like Isabel, they also do in a very general and nonspecific way using terms like "there weren't too many". The frequency most used is that of “quite a lot” with 53.66%, more than half of the teaching situations. The statements go from commenting its use in a general way to summarize them in films, transport, newspapers, kings, politicians and some others. It also deepens the thinking between yesterday and today, they even establish future hypotheses, such as the reference to the possibility of the Third Republic. Finally, there is a 12.2%, who value the frequency of use of socio-cultural resources and the present in the History classes of Spain with “much” The difference with the previous valuation is only in the frequency, since the statements have the same references: in a non-exact way, specifying the topics (such as political programs or agriculture) and even with the motivation and amenity of the classes.

The socio-cultural sources and the present of History of Spain: linked with the program of the subject. The students’ examples were identified in the official program of the subject. This allowed them to have a greater consistency of their memories because they were stimulated. It should be noted (table 8), that the entire program has been the subject of these links, to a greater or lesser extent. For instance, the process of Romanization and the Catholic Monarchs monopolized the greatest number of relationships, however, if we understand History in its great periods (modern and especially contemporary), the difference is greater in favor of the latter. We will just present the image of its presence in the students’ memory.

Table 8: The socio-cultural resources and the present: link with the program of the subject. Source: authors

Topic guide of History of Spain: % of students who mention it											
Romanization	Al' Andalucía	Christian Kingdoms	Catholic Kings	Old Regime	Crisis of the old Regimen	The sexennium of democracy Six year	The Restoration	The Second Republic	The civil war	The Francoism	The transition
70.73	58.54	21.95	85.37	43.90	26.83	26.83	31.71	21.95	39.02	46.34	41.46

The socio-cultural resources and the present in the teaching of History of Spain: linked with some transversal themes. Table 9 shows other space of declarations which could be not very well known in the research about learning of History of Spain. It could be reasonably to keep in mind that another universe emerges concerning to events that might be unnoticed, but that are intrinsically present in the classroom. Thus, we explain what we have called society, it refers to all ways of life the population had and experienced in every moment of

History, for instance the clothing and the relationships among them. Another concern is the heritage (understood in its broadest sense), where local, regional or national knowledge in the teaching processes because of the teachers, it means that their location (in many cases and with importance) is part of the History they are studying. The topic about the economy represents the moments of glory and crisis, there forms and appropriations, it has also been in the classroom linking the past with the present and relating them in some of the cases. The political parties are topics that have been taught and, therefore, it is also mentioned in a cross-sectional and comparative way in the classroom. The Catholic religion and its relations with others throughout the History of Spain, the problems of the Church with the State appeared at different times and the students have memories about that. Moreover, the nationalism is not something from the present and that issue has been related and compared in everyday processes. Likewise, the topic about women, the efforts to analyze their role in the social-cultural life in the logic daily life are hard and it is emerging with its own entity in the daily discussions in the classes of History. Finally, the theme of America, almost absent in the participants' learning memories, it also appears in these daily opinions that occur in the classrooms of History of Spain.

Table 9: The socio-cultural resources cursos and the present: Linked with the program of the subject. Source: authors

Presence of transversal topics and percentage of students who mentioned them							
Society	Patrimony	Economy	Political parties	Nationalism	Religion	America	Women
75.61%	73.17%	46.43%	39.02%	29.27%	24.39%	24.39	21.95

#### 4. Discussion and Conclusions

To work in a research line addresses new contents, starting from the previous ones, providing new working perspectives, as Kandel (2007, p. 300) points out "today's discoveries will be transformed in the instrumental tools of tomorrow." This research line is focused on knowing what usually happens "practice turn" as Reckwitz (2002) in the classrooms of History of Spain. It is a previous step to understand, interpret and propose other teaching or research options. This work is based on the use of the textbook by teachers and students, the teachers' notes-materials, the digital media and socio-cultural media; suggesting about the need to analyse them jointly due to the existing interrelationship between them. These means are studied, following Hansen (2018, p. 369), in the sociocultural practice in which they are immersed, in our case the teaching of the History of Spain for the 2015-2016 academic year in the 2nd year of high school, previous course to the entrance to the university with external test to access to Higher education.

When we refer to the textbooks and teachers' notes-materials, it is not in a general way, but from the specific one by (Martínez-Valcárcel, 2015, 2018) "the teachers and students' use of these media". These media have been studied in the documents used by the students, who were asked for the explanation and valuation of those changes, continuities and transformations contained therein, these databases were collected for four 4 years (2012-2016). More specifically, this study focuses on what Hansen (2018, p. 370) notes "the modification of textbook by teachers and students" and Kolbeck and Röhl (2018, p. 403), "Teacher and students using textbooks transform and adapt them by selecting texts and interpreting their content". The most relevant results differentiate between the presence and frequency of the four media in the classrooms, in addition it should be noted that they are not exclusive to each other, but complementary with different influence on the teaching processes.

Concretely, nine out of ten students declare about the presence of the teachers notes-materials in the classrooms. This resource is the selection, transformation and creation of teaching contents of History of Spain by the teacher. The participant 9028 defined them as follows: "They were a synthesis of notes from other teachers, from their own conclusions of textbooks (...) with this; he managed to create some according to his satisfaction, with the subject that he considered important".

The manuals are used for more than the third part of the students with a frequency of 21% and always linked with the teachers' notes-materials. The influence of the book is clearly expressed by the participant 9016:

“It was a fairly extensive books with lots of photographs and, what interested the teacher most, a number of texts in order to analyse them and thus be well prepared for the Selectivity”.

Regarding to the relationships between the book and the notes, something that we have already pointed out as habitual, it is indicated by student 9001: “The book provided the most detailed and extensive information, however in some subjects it did not interest him that we had so much content and in that case, he elaborated clearer notes with the necessary information since maybe they were "less important" subjects”.

The digital media are present in almost all teaching-learning situations but is less frequently use in 42%. They are not as Terry Haydn & Kees Ribbens (2017) mention not being the most sophisticated and expensive, but those that were easy to access and could help the teacher to teach the main concepts oh History. More specifically, the resources of:

- information (repository and search of contents), a task that opens the information to other sources, as indicated by participant 9071: "The use I made of the internet in this subject was quite a bit, since in each topic I used to search the internet for notes from other centers to clarify doubts that were coming up or to look for things that would not have been clear to me in class".
- didactic (through works and presentations) that helps to understand an abstract content as indicated by participant 9072: “In the High school, the Internet was also used for watching videos or documentaries about some historical era. This clearly helped because we learn the teacher’s explanation about the topics with a photographic idea that, although it may not seem like it, made you remember it at the time of studying and thus to have lees problems with the names and dates”.
- Communication with the teachers, colleagues and with the institute. A very important and new function, as participant 9001 points out again: “Another very important use was to send to my friends a task, because when they sent us group work each one did his part and then we sent it to someone and he puts it together, this would be much more complicated without Internet, since in that way we could be doing the same work each one in our house and then send it to us, that is the most effective use we made with the Internet”.

In the study of the use of textbooks and notes-materials emerges "the reuse" by other students, it has various reasons that affect the teaching-learning processes. The fact that they are already marked by other students supposed to have advantages and disadvantages, that can lead to the distraction of the own practice of the subject. The percentage of reuse of the textbook and notes-materials is just over one third of the participants, a piece of information to consider for continuing investigating, the participant 9015 declares: "Sometimes that someone give you the book can be harmful because as it is already underlined and noted you can be encouraged not be attentive in class, but this was not my case".

Also noteworthy is the importance of the study of socio-cultural resources and the present, in the sense that Erickson, (1993, p. 37) highlights of the classrooms, since “the border between the exterior and interior encounter is not impervious; external influences penetrate it” or, as Cachero (2020, p. 2) indicates, also referring to classrooms that promote “activities in which the student reflects on the phenomena with which he falls into the street”

Thus, that world is present in all the scenarios and is unnoticed as it does not appear in the assessments. The contribution to the students’ formation and the identification of their heritage and culture within the general discourse of the History of Spain is undeniable. However, these are invisible when it comes to know their educational results, something that the participants point out when they talk about their training or their own close context.

In summary, it is highlighted; on the one hand, the importance of starting from the teachers and students use of these media and distinguish between their presence and frequency in the classrooms. On the other hand, referring to the results obtained, it draws the attention to the importance of teachers’ notes-materials, the interrelation between the four media, the role of digital resources and the relevance of considering the reuse of textbooks and teachers ‘notes-materials’.

Finally, to note that the results and the interpretation that has been made, raises new research questions, four stand out: What influence does the textbook have in the teachers’ notes-materials? What tasks do students do? What processes and means do students use to complete their tasks? and What is the relationship between

socio-cultural resources and the present in the teaching-learning processes? Some challenges that, encourage us to continue in this exciting world of researching.

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