

# Holistic or traditional conceptions of heritage among early-childhood and primary trainee teachers

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## Abstract

This study examines the conception of heritage—holistic or traditional—among future early-childhood and primary teachers. In order to do this, our objective was to analyze trainee teachers' perceptions surrounding the conception of heritage. To carry out the analysis, we designed and validated a questionnaire with closed-ended questions (Likert scale 1–5) and one open-ended question about the elements that respondents considered to be part of what we define as heritage. The participants (n = 602) study at the universities of Alicante, Murcia, and Córdoba, and the investigation took place during 2018/19 and 2019/20 academic years. The results show a traditional conception that is still attached to immovable monumental heritage, with lower scores for intangible and natural heritage. However, there were some high scores for traditions and popular festivals, which are a frequent educational resource in early-childhood and primary classrooms. In conclusion, this non-holistic conception of heritage could be changed if an active and varied use of heritage resources were introduced from the early stages of education.

## Author keywords

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Education

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