

# Proposals for an heritage education model in initial teacher training of pedagogy in history, geography, and social sciences

Villarroel A.B.  
Sepulveda V.T.  
Celis F.G.

## **Abstract**

The main objective of the present article is to reflect on the educational approach that a History, Geography, and Social Science teacher needs to deconstruct the consensual rhetoric of heritage concept in classroom. Considering the curricular requirements on heritage in Chilean primary and secondary education, the text highlights the concept of active citizenship and the use of memory as tools of a critical pedagogy, which allows to question the instrumental usage of symbols and values that surround the landmarks and sites classified as heritage. Based on a critical reading of teaching duty in this school subject, the article advocates a model of socio-constructivist and critical heritage education that, from a communal perspective, transforms educational activities into a vocational training exercise that contributes to re-signify local identities and their heritage. © 2021 Associação Nacional de Pós-Graduação e Pesquisa em Educação – ANPEd Este es un artículo de acceso abierto distribuido en términos de licencia Creative Commons.

## **Author keywords**

active citizenship; cidadania ativa; ciudadanía activa; educación patrimonial; educação patrimonial; heritage education; memoria; memory; memória