

Medieval evening: experience of historical representations in initial teacher training.

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Summary. Historical representation as a learning methodology has been worked on in the school environment, but in tertiary education it is presented only in extra-programmatic workshops, being that it can constitute a methodology for the integration of academic theoretical training with the practical training. Considering the didactic disciplinary integration of the renewed plan of the Pedagogy in History and Geography career of the University of La Serena, particularly in the area of History, and collecting the background of activities that have included dramatizations, such as staging of tragedies in *Mundo Clásico* courses, the organization of *Chingana Republicana* in the area of History of Chile, and the same narrative performances in previous generations of the *Mundo Medieval* course, has bet on the latest versions of the Medieval Evening for a integrating work supported by a research base in its preparation phase, at the same time that it has allowed to include aspects that can be replicated in the school environment without neglecting the festive dimension in the realization and final presentation, in order to achieve genuine, significant and lasting learning.

Keywords: Experiential learning, Dramatization, Higher education, Medieval history, Teamwork.

1 Introduction

Within the programming of activities in the courses referred to the contents of Medieval History of the second year of the Pedagogy Career in History and Geography of the University of La Serena: Medieval World of the previous study plan for the years 2017 to 2019, and Formation of Europe of the plan in force for the years 2022 and 2023, an active semester methodology has been worked on, which includes the course organized in different commissions in order to develop a series of fundamental skills for teacher training (González, 2011), aimed at organizing a semester-closing activity called Medieval Evening.

Table 1. Themes developed in the last five Medieval Evenings

Academic year	Issue	Subject
2017	Islamic Golden Age	Mundo Medieval
2018	The Viking World	Mundo Medieval
2019	The Byzantine World	Mundo Medieval
2022	Europe in times of Mongolian peace	Formación de Europa
2023	Universities in the 13th century	Formación de Europa



Fig. 1. Posters of the Medieval Evening of the years 2018 and 2023

2 Theoretical framework

The theater applied in education has origins in antiquity, although it has currently been systematized as a research area for social application, it is precisely in the Middle Ages when its origins are located according to Sedano (2021). At the same time considering the importance of the development of social skills for the good performance of a teacher, such as the correct oral and corporal expression, the methodology of making a historical representation is presented. Apart from other skills of a more personal nature,

such as the challenge of overcoming shyness, and developing empathy with their peers. To this is added the experience of organizational work in groups, resource management and frustration management.

3 Method

An active methodology based on historical dramatization has been proposed, based on dialogues founded on historical sources and academic bibliography, as an integrated model in which theater is a means of transversal learning that contains didactic disciplinary knowledge, along with concepts and skills.

The return to face-to-face classes in the first semester of 2022 meant a challenge in many aspects, which also included rethinking the activity of the Medieval Evening compared to previous years. In the years 2020 and 2021, in the online work, an activity was developed as a workshop for the representation of historical figures individually and group medieval legends, which although it contemplated the development of skills such as diction and personification through videos, the same context prevented the experience of the organization and execution of previous years. For this reason, given the sanitary conditions, in 2022 it was decided to carry out the activity outdoors, considering that the theme was appropriate, the tents in the Eurasian steppe, and adapting it to a medieval noon in daylight hours, which allowed being without masks and consuming food.

The work in committees has been organized according to the interests of the students in participating. The committees with the most members are the setting and food. Then there is the music commission and the combat commission, except for the year 2023, which, due to the theme, did not take place.

The activity is evaluated in two aspects, on the one hand, the preparation and execution of the work of each commission; and on the other, the search for information for the recreation of the character to be represented, the clothing and the presentation in the closing activity.

4 Results

In the last five versions carried out (Table 1) it has been possible to verify that the activity has encouraged in the contents, allowing students to show organization and management skills who do not express themselves in traditional evaluations, thus achieving a possibility of showing aspects for different types of students.

The scheduled speeches, in which it is essential to memorize their interventions, have changed towards a role-playing model, in which each student knows who the character they represent is and can improvise their dialogue. Finally, this experience has also been replicated in educational establishments by graduates.

5 Discussion

Although dramatic art applied to education favors learning experiences, it has normally been relegated from the educational system from school plans. Although there is consensus that any activity that comes out of university classrooms, such as poster presentation fairs or work outside the classroom can create firm knowledge in students, in the case of personification and dramatization, it is still considered as a mere recreational activity.

6 Conclusions

In the current educational context, the experience of historical dramatizations has been proposed as an active methodology. It is considered that group work presents experiences that allow the development of learning objectives outside the classroom, for examples referring to Citizenship Education in a practical way, and also investigative work, which is ordered to the standards of the Graduation Profile of the career of Pedagogy in History and Geography.

This experience has made it possible to face challenges, contributing significantly to the development of socio-emotional competencies required by individuals and communities in a complex, dynamic and constantly evolving landscape (Sedano, 2021), developing self-esteem and empathy with their peers, as well as historical empathy.

7 Limitations and Future Research

Given that theater is not a compulsory subject in any of the sub-sectors of school education, its presence is unusual in initial teacher training in the Spanish-speaking world (Sedano, 2021), a reason that has influenced its development at the national level. Although the above does not prevent experiences from being carried out at different educational levels that can be known and studied together, including a study on the experience not at the level of the methodological proposal, but from the students themselves regarding their own learning.

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