

ANEXX 1

Annex 1. Categories, families of codes, and codes

1. Purpose of teaching

Willingness of students to learn

Willingness of students to participate in class

Motivation for current participation

Motivation for future participation

Motivation to be 'someone'/a good citizen

Motivation for them to continue their studies

Motivation for them to talk about topics at home

Connection with national/international news

Connection with other disciplines

Connection with students' reality

Value of the discipline

Value of the study content

Reflection request

Criticism request

Participation request

2. Civic and citizen content

Relevance to human rights

Violations of human rights

Genocides

Individual liberties

Search for social justice

Social inequalities

Problems of economic neoliberalism

Claims to original villages

Relevance of original villages

Informal youth participation

Electoral participation

Political institutionalisation

Rural-urban migration

Migrations from Latin American countries

Gender equality

Gender stereotypes

Making women invisible

Bullying

Responsible use of social networks

New technologies

Poverty line

Poverty in Chile

Making the working class invisible

Cultural heritage

Patrimony of humanity

Ethnic diversity

Respect for others

Empathy

Value of democracy

Peaceful resolution of conflicts

3. Teaching strategies

3.1. Learning activities

Study text activity

Analysis of written sources

Map elaboration

Contextualisation of the content

Verification of written sources

Complete sentences

Chronology

Timeline

Comparative table

Questionnaire

Debate

Definition of concepts

Explanation of concepts

Diagram

Scheme

Use of maps

Analysis of audio-visual sources

Explanation provided to the student

Spontaneous question for analysis

Analysis of photographs

Spontaneous question for evaluation/trial

Analysis of historical maps

Plan the class based on central question

Graph reading

Students respond to the central question

Reading aloud

Problematise social issues

Brainstorming

Conduct dialogue in classes

Mental map

Redirect the attention of students

News comment

Direct question (to the air or to a student)

4. Interaction

Propaganda

Reformulate the question to another student

Summary

Request an expression of opinion

Taking notes

Ask to argue based on evidence

3.2 Generation of problematising questions

Promote contrast of ideas

Planned question for comprehension

Use the error to problematise

Planned question for analysis

Use the error to explain

Planned question for evaluation/trial

Write the correct idea on the blackboard

Spontaneous comprehension question

Verify the comprehension

Wait after asking

Ask to complete or deepen ideas

Presence of humour

Request examples

Promotes respect for ideas presented

Ask students to evaluate their performance

Provides space to discuss topics of interest

5. Open and participatory environment

The teacher knows the personal life of the student

Spontaneous dialogue between students

The teacher knows the students' tastes

Student responds spontaneously

Knowledge of the social context of the student

Student responds by teacher request

Teacher calls students by name