

Knowledge Mobilized By Future Tunisian Primary School Teachers About The Historical Method: Gaps Between The Intentions Of Official Instructions And The Knowledge Acquired

Souraya Farjallah¹ And Foued Cheour²

¹ Philab Laboratory, University Of Tunis, Tunisia

²higher Institute Of Education And Continuing Training/Virtual University Of Tunisia, Tunisia

Abstract

History is a science of interpretation. It then requires the use of a specific scientific method, a defined set of intellectual procedures called historical method. In reality, this intellectual approach is considered difficult to exercise by the historian and the history learner. In fact, field surveys have proven, in different international contexts, that it poses problems for pupils, students and teachers. We can argue that over the past fifteen years, the teaching of historical method and historical thought has become the most heated issue in history teaching circles. Their studies revealed that, in the absence of rigorous didactic methods that guide their practices, teachers, in several countries, tinker with the historical approach with their students. Several of these studies have argued that this is largely explained by the failure of their university education. In Tunisia, to our knowledge, no study has focused on the training of Tunisian teachers in historical thought.

Through this work, we aim to reveal the knowledge of Tunisian student teachers about the historical method which allows them to acquire critical thinking. In fact, we will delimit their definition of problematization in history, the hypothetico-deductive approach, the analysis of the explanation of historical documents and the synthesis in history.

Keywords: Ministry of Higher Education; Ministry of Education; Education Teaching License; Future Tunisian primary school teachers; Historical method; Acquired knowledge.

Date of Submission: 04-03-2024

Date of Acceptance: 14-03-2024

I- Introduction

In order to introduce the student to the first notions of formal thinking in history, the teacher must serve as a guide. Its entire mission is therefore summed up in the act of teaching the historical method (Ségal, 1992). However, research in history teaching, which has multiplied since the 1990s, has shown that such a mission is not so easy (Farjallah, 2023). They mentioned that, during his work, the history teacher is influenced by many variables, such as the intellectual abilities of the students (Laville, 1975; Cariou, 2006), the educational conditions in the class (Lautier, 2001), the contents of school programs and textbooks (Lautier, 1999) its relationship with historical science (Tutiaux-Guillon, 2004; Tutiaux-Guillon & Mousseau, 1998) and especially its initial and professional training which affect its classroom practices (Lautier, 2001; Di Giacomo & Fierz, 2005; Vézier, 2016). This research has proven that these two types of training which complement each other are often incomplete and in difficulty, as a result, they largely explain the problems in learning historical thinking among students (Audigier, 1993; Allieu-Mary, 2007). At the undergraduate level, history teaching often takes the form of lectures focused on historical facts rather than on the learning of know-how (Baques, 2005; Boyer *et al.*, 2005; Martineau, 1999). In Quebec, in a survey conducted in 2016 among 13 future secondary school history teachers, the results confirmed the dissatisfaction of these students with their training which, according to them, favored the learning of facts, rather than development. of historical thought (Wansink *et al.*, 2016).

In Tunisia, today, we are in a crucial situation of integration of teacher training institutes into universities, which will, for the first time after independence, change the situation in the training of this teaching force in Tunisia. In fact, the Ministry of Higher Education and Scientific Research decided, in 2016, in partnership with the Ministry of Education, to create a new applied license called the Education Teaching License intended for the training of the country's future teachers. It is important to point out in this regard that in the program for teaching the discipline of history to these future teachers, the Ministry of Higher Education and Scientific Research recommends their training on the methodological and scientific side. The ministry requires

that they be able to master the scientific method in history with the aim of acquiring the intellectual skills of criticism, judgment and understanding (Ministry of Higher Education and Scientific Research, 2017). It is also important to point out that this integration into the University coincides with the call from the Ministry of Education for the reevaluation of the teaching of civic education, religious education, history, geography and philosophy: "With regard to programs and educational practices, the School must aim, in addition to the acquisition of theoretical knowledge, that of "soft skills", behaviors, attitudes essential for life in community. [...]. Civic education is a privileged "pedagogical place", it is the same for religious education, the teaching of history, geography, languages, translation, philosophy whose contribution is fundamental in the rooting of universal values." (Baccouche, 2011) and the development of critical thinking among students: "merely teaching the fundamental principles of citizenship without practicing free thought is a weakness of the education system [...]. Hence, the need to develop free thinking and critical thinking (Baccouche, 2011) and hence the question that arises about the quality of the university training of their future teachers in these social sciences and the approaches which allow the acquisition of critical thinking. Our interest will therefore focus on the study of the knowledge mobilized by young future Tunisian teachers in training regarding the historical method, also called critical method in history. In reality, didactic research which has addressed the question of teaching the historical method in the Tunisian School is very rare. Our two research studies carried out in 2005 and 2017 which showed the failure of teaching-learning of this approach in Tunisian high schools were then the first and until today the only ones. Actually, our work which dealt with the problem of teaching the contemporary history of the Arab world to baccalaureate literature students following the orientations of the 1991 reform, concluded that in 2005, the teaching of history in secondary schools such that it appears in the official documents published in 1998 did not achieve the appropriation of the different stages of the historical method among the majority of students: a success rate equal to 8.33%. As a result, most students did not acquire critical thinking or historical knowledge about the Arab world. Also, our diagnosis carried out between 2004 and 2005 also allowed us to deduce that this gap between the intentions of official instructions and classroom practices may be due to the failure of teachers' practices and to problems of didactic transposition into the official program. and the school textbook (Farjallah, 2005). In this sense, in our work carried out in 2017, we concluded that hypothetico-deductive reasoning is still absent among Tunisian high school students. The content to be taught is still heavy and too detailed, which leads to the teaching of a boring history. As for the teaching staff, the survey carried out among inspectors and teachers showed that they share relatively weak epistemological and didactic conceptual knowledge (Farjallah, 2017). Concerning the teaching staff of primary schools, to our knowledge, no study has been interested, until now, in the study of this problem among Tunisian teachers. This research, in which we are interested in studying the knowledge of students of the Education Teaching degree about the historical method, therefore aims to fill this gap. the survey carried out among inspectors and teachers proved that they share relatively weak epistemological and didactic conceptual knowledge (Farjallah, 2017). Concerning the teaching staff of primary schools, to our knowledge, no study has been interested, until now, in the study of this problem among Tunisian teachers. This research, in which we are interested in studying the knowledge of students of the Education Teaching degree about the historical method, therefore aims to fill this gap.

Today, the historical approach does not consist of listening to oral sources or memorizing written ones, but rather of constructing history from them. In this sense, Atkinson (1978) insists that doing history is not reporting what happened, it is thinking, interpreting and explaining. Not far from his words, Massicotte (1982) argues that the historian's function is to reconstruct the past in such a way as to combine the requirements of methodological rigor and relevance in relation to the questions which interest the men of his time. The historical method therefore includes in itself numerous activities inherent to the scientific approach (Farjallah, 2017; Dussot, 2018; Heimberg, 2002; Hassani Idrissi, 2005; Sexias & Morton, 2013; Seixas, 2017). In fact, the historian must have a problem to solve. To achieve this, he must formulate a hypothesis, locate his sources, verify certain fundamental concepts, interpret texts, maps or graphics, collect his results, classify them and explain them in order to produce a synthesis (Cowgill & Waring, 2017). It is these successive stages that Laville (1990) attempts to simplify, when he explains that the historian's approach consists of following the successive logical stages of becoming aware of a problem, formulating the problem in the form of a question, developing a hypothesis, verifying the hypothesis using available data and writing a conclusion in terms of rejecting, confirming or modifying the hypothesis. Our interest will therefore focus on the study of the definition of all these procedures among Tunisian student teachers. The essential question that concerned us was then the following: What knowledge do future Tunisian primary school teachers have about the historical method? And to what extent do they respond to the recommendations of the Ministry of Higher Education and Scientific

Research and the intentions of the Ministry of Education?

II- Materials And Methods

In Tunisia, these students, from the second year of their university training which lasts three years, do internships in primary schools alternating with theoretical courses. They therefore begin teaching students even before having completed their theoretical training. Now, central stages in their training, internships often focus on their professional conduct, their classroom management, their teaching practices, the teaching methods that they should use and the learning that they should transmit. Unfortunately, despite its importance, their mastery of the historical method is rarely verified, evaluated or tested. Let us remember here that their university professors who belong to the Ministry of Higher Education and Scientific Research do not have the right to intervene and supervise these internships. In fact, these courses are supervised only by primary school inspectors who belong to the Ministry of Education.

In truth, the reflections which follow arise from our teaching experience in history teaching within the framework of this degree. This experience allowed us to detect real difficulties in these students regarding the exercise of the different procedures of the historical method in the tutorials of the history teaching sessions. We then start in this research from our observations made during three years of teaching. Therefore, we hypothesize that a good portion of these students used erroneous definitions regarding these procedures. We also hypothesize that these difficulties would be the cause of a gap between ministerial claims to train critical reasoning and the reality of the cognitive activities required at the University.

For our investigation to answer our questions, the use of interviews seems necessary since it is the most effective investigative tool for detecting this type of uncomplicated definition which requires long explanatory responses. This research is then based on a semi-structured interview with six open questions which seek to discern the knowledge mobilized by these future teachers about the historian's approach which consists of following the successive logical stages of awareness of a problem, formulation of the problem in the form of a question, development of hypotheses, analysis and explanation of historical documents and writing of a historical synthesis which validates or rejects the hypotheses put forward.

Table 1. Items and questions concerned.

Items	Questions
Knowledge about the construction of the problem	Question 1
Knowledge about developing hypotheses	Question 2
Knowledge about the construction of the plan in historical research	Question 3
Knowledge about the analysis of documents in history	Question 4
Knowledge about the explanation of documents in history	Question 5
Knowledge about writing a summary in history	Question 6

This interview was completed with 60 students of this license of Education and Enseignement belonging to the different Tunisian governorates and belonging to the different Tunisian university institutes which host this license. The survey actually targeted third-year students. We can admit that this is a mixed population, predominantly female (78% girls and 22% boys). Their socio-economic background is generally average. 77% of students in the different institutes are baccalaureate graduates from the scientific sections: mathematics section, experimental sciences section and technical section. Literary baccalaureate graduates and those who belonged to the economics-management section represent only 23%. These are brilliant students in the disciplines of mathematics, physical sciences, natural sciences, technical and computer sciences, but who have not received solid and in-depth training in social sciences during their secondary education because of their orientation towards the scientific sections. The choice of the population surveyed is explained by cluster sampling. This choice is explained by the relationships we have with these students and the conditions that facilitated the experimentation. It is important to point out that the survey was carried out during the months of April and May 2023, which is to say during the last two months of the last year of their training. It should be remembered here that the students completed, during the month of March 2023, their last internship in their university training.

It should be noted that carrying out this experiment required the adoption of a certain number of procedures and the distribution of some tasks. In fact, it was necessary to contact at the beginning of March 2023 the students with whom we planned to take the survey to inform them of our project and obtain their agreement. The students enthusiastically agreed to carry out our interviews. We practiced them in cafes and public gardens near university establishments. During the interview, we avoided recording the responses by tape recorder so as not to arouse their anxiety. In fact, the students answered our non-difficult questions with interest and courage.

Descriptive statistics analyses were used to summarize data in an organized manner. However, causal statistics analyses were done to establish the relationship between independent and dependent variables

(Snedecor & Cochran, 1957). All statistical analysis was carried out using the commercial statistical package software for social sciences (SPSS version 23.0, IBM, USA) and MedCalc Statistical software version 17.9.7 (MedCalc bvba software, Ostend, Belgium ; [http:// www.medcalc.org](http://www.medcalc.org) ; 2017).

III- Results

At the end of our investigation relating to the study of the knowledge of third year students of the Education Teaching license on the definition of the historical method, we arrived at the following results.

Students' knowledge about problematization in history

Problematization in history is a considerable didactic work in which the student, like a professional historian, must construct the problem of his research starting from the event to be studied. To do this, he is called upon to develop general questioning and construct constructive questions that emanate from this questioning. In order to find out if the students surveyed carry out this type of reasoning, we asked them the following question:

In your opinion, how should the historian construct the problem of his research?

Statistics reveal that correct answers represent only 7% of all answers collected. For 64% of these surveyed samples, constructing a problem means developing a major question "which reflects the object of the research". For the 29%, the problem is defined by a set of questions.

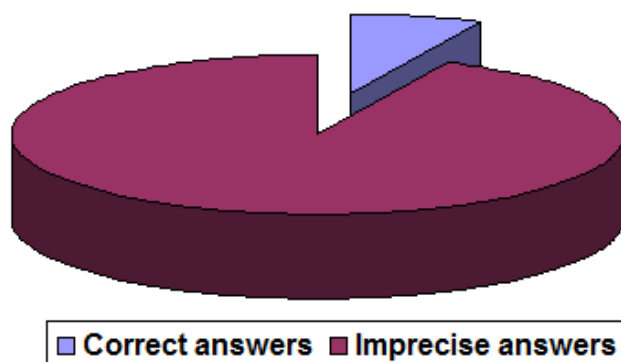


Figure 1. Types of student responses regarding the construction of the problem in history

Students' knowledge of the hypothetical approach in history

In order to know whether future Tunisian teachers access hypothetico-deductive reasoning or not, we asked them this direct question:

In your opinion, how can historians construct hypotheses in their research?

The results of the investigative work we carried out revealed the total absence of correct answers. In fact, three quarters of these young people (78%) admitted that they "don't know", because, for them, the historian must begin his work with one or more questions, then he must move on to analysis. historical documents. The remaining 22% say that the historian can assume ideas that can help him in his research, but without explaining the origins of these assumptions.

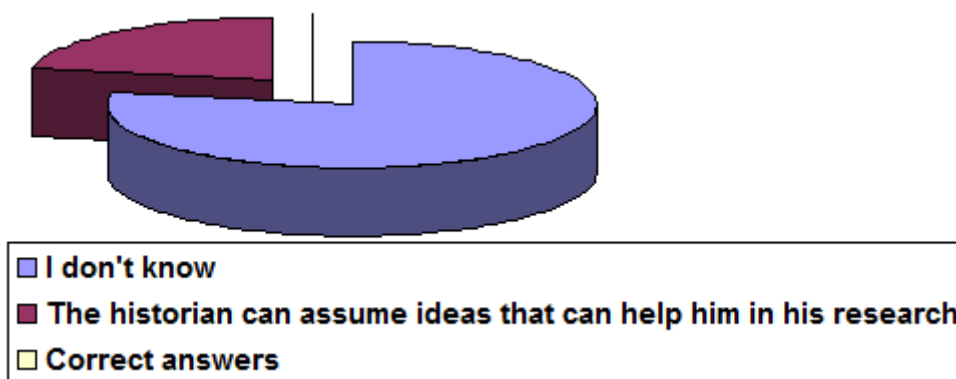


Figure 2. Types of student responses regarding the development of hypotheses in history.

Because of their inability to access the hypothetical approach in history, and in order to fully understand their modes of reasoning, we added this question to them:

In your opinion, how does the historian develop his research plan?

To this question, the students presented various answers which summarize a set of informal knowledge: 18.33% of this population did not answer and the 81.66% of the remaining population provided false and imprecise answers.

Table 2. The imprecise occurrences put forward by students regarding the construction of the plan in historical research.

Imprecise or false items	Percentage of students who cited the item
“The historian can refer to a set of documents with the aim of exploiting them in delimiting the parts of his research”	45%
“The historian can assume a provisional plan at the start of his research and then he can correct it following the results of his documentary research”	36.66%

Students’ knowledge about the study of historical documents

From a theoretical point of view, the study of historical documents is a complex task that requires the historian to use a set of varied abilities and skills. In fact, after the construction of the problem and the development of the hypotheses, it must move on to the different procedures of documentary research, internal and external criticism of the documents found, understanding of these documents, analysis and explanation of the data. collected. In this part, we then study the knowledge mobilized by the students about these important tasks of the work of the historian and the history learner. To do this, we asked them two questions:

In your opinion, how should the historian analyze the historical documents he has found in libraries, archives, archaeological sites, etc.? after a long documentary research work?

Table 3. The correct occurrences put forward by the students regarding the stages of the interpretation of historical documents.

Items for the interpretation of historical documents	Percentage of students who cited the item
Identification of document types	100%
Reading documents and explaining key words and difficult terms	96.66%
External review of documents	88.33%
Internal review of documents	61.66%
Deduction of dates, spaces, actors, actions	28.33%
Chronological ordering of events by periodization	13.33%
Understanding of documents through imagination, emotions, intelligence, etc.	×
Understanding documents through personal experiences and social practices	×
Refer to concepts	×
Classification of facts in registers and sub-registers	×

In light of this table, it can be argued that we are in the presence of students who find it difficult to define the stages of analysis of historical documents. In fact, despite their success in indicating the three stages of external criticism, identification of the type of documents, reading and explanation of key words and difficult terms, they prove incapable of mastering the other procedures linked to the deduction of the facts. Indeed, the collection of historical data is reduced for them to the work of copying dates, spaces, actions and actors and to the delimitation of main ideas that the document attests. In short, these two practices lead to the same result: paraphrasing the content of the document without succeeding in constructing the historical facts.

In your opinion, how should the historian explain the historical data he has collected after a long period of document analysis?

The work of categorizing the responses that we did showed that 11.66% did not answer our question, 1.66% identified two correct items, 13.33% identified a single correct item and 73% presented imprecise, false or very general answers.

Table 4. The correct occurrences put forward by the students regarding the stages of historical explanation.

The items of historical explanation	Percentage of students who cited the item
The causal explanation	15%
Explanation by analogy	1.66%
The rational explanation	×
The explanation by conjunctures	×
The explanation by theories	×

Table 5. The imprecise occurrences put forward by the students regarding the modalities of historical explanation.

Imprecise, very general or false items	Percentage of students who cited the item
“Start from the particular to the general and link historical data with dates, actors, etc. »	11.66%
“Add enriching data to inferred data”	3.33%
“Putting deduced historical events and phenomena into perspective”	5%
“Delineate dates and identify historical figures”	23.33%
“Delineate the historical events and phenomena that appear in the documents”	30%

Obviously, the students' responses attest to the indisputable confusion between the stage of interpretation and that of explanation which is almost absent for the majority of them. In fact, even students who managed to identify some procedures of this stage only refer to a single type of explanation which is the linear causal explanation.

Students' knowledge about writing the historical synthesis

In most cases, the historical synthesis produced by the learner is summarized by copying the teacher's words or copying data from the document. In order to know to what extent this postulate is varied among future Tunisian teachers, we asked them this simple question:

Towards the end of his work, in your opinion, how should the historian write the synthesis of his historical research?

Our investigative work attests that these students experience great difficulty in identifying the procedures for developing the historical synthesis. In fact, the statistics mention that they all responded with general occurrences which are not confirmed with the modalities of writing history. In fact, none of them indicated the operations of conceptualization, the construction of an ideal-type concept, plotting, writing of the historical narrative, argumentation by analogy, argumentation by comparison, etc.

Table 6. The imprecise occurrences put forward by the students regarding the modalities of the development of the historical synthesis.

Imprecise or very general items	Percentage of imprecise or very general items of all student responses
“Start from documents in order to construct paragraphs that reflect all of the ideas that appear in these documents”.	43%
“Relate the data collected and write coherent paragraphs”	38%
“Answer the questions of the problem with coherent paragraphs deduced from the documents studied”	19%

If we take stock of the answers put forward by these students, we deduce real problems which characterize their knowledge mobilized about the procedures for writing a synthesis in history. Their knowledge summarizes a work of tinkering with ideas deduced from the documents they study. Consequently, in class work with their students, the stories they write will be accumulations of facts and dates, where explanation and argumentation will remain absent or weak intellectual operations.

IV- Discussion

Will future teachers in Tunisia be able to practice the historical method with their students? This is what we wanted to verify, even in an approximate way. Let us first emphasize that the examination of the descriptive results confirmed most of the intuitions that we had put forward at the beginning of this work. In fact, analysis of the average responses of the students surveyed reveals a rather low degree of mastery of the historical approach. Many students are content to find information directly in the content of the sources, without analyzing them critically. The results obtained therefore give them a score that is far from high. The results show clear indications of deficiencies, both in their problematic and hypothetico-deductive reasoning, and in their capacity for interpretation, explanation and synthesis. Overall, the critical method was not accessible to the majority of these future teachers, which leads us to say that they mobilize theoretical knowledge that is lacking about the scientific approach in history and unlikely to fuel an adapted practice of thought. critical historian in the educational environment. From the above, we can admit that these statistical results are consistent with experimental research carried out in the USA, France and Quebec (Lautier, 1999; Martineau, 1999; Moreau, 2017; Whitehouse, 2015; Wansink *et al.*, 2016; Seixas, 2017; Cowgill & Waring, 2017).

All these findings therefore validate our first hypothesis which assumes the persistence of problems in mastering formal thought in history among 3rd year students of the Education Teaching Degree at the end of their training. The results of our empirical research also validate our second hypothesis which assumes that these difficulties would be at the origin of a gap between ministerial claims to train critical reasoning and the

reality of the cognitive activities requested at the University. This allows us to argue that the recommendations and intentions of the Ministry of Education (Baccouche, 2011) and the Ministry of Higher Education and Scientific Research (Ministry of Higher Education and Scientific Research, 2017) which insist on the achievement of methodological and critical purposes among young Tunisians has not been achieved.

This observation leads us to question the quality of the training received by history students at the University. In this regard, the historian Mokhtar Ayachi (2013) notes the archaism of the methods adopted by university teachers which are summed up by the dictation of the course, the non-use of mimeographs and real explanation, the absence of problematization knowledge and the excessive practice of narration.

V- Conclusion

This investigation allowed us to know whether the teaching of history intended for future primary school teachers at the Tunisian University has succeeded in achieving the critical and methodological goals as designed by the two ministries of education and teaching, higher education and scientific research. It is then possible to conclude that in the absence of rigorous scientific approaches which guide their practices, with their students, they will do a methodological tinkering and produce with them a narrative school history which is based on causal and linear explanatory procedures.

Being aware of the limits that our investigation may reveal, we can say that it was more interesting to carry out classroom observations in order to study the practices of university teachers in primary teacher training institutes in Tunisia and therefore to know the share of their responsibility in the methodological and theoretical problems that their students find.

References

- [1]. Allieu-Mary N. 2007. *Le Statut Du Document Dans L'enseignement De L'histoire-Géographie : Entre Finalités Fantasmées Et Pratiques Effectives ? Interpréter Le Document En Histoire-Géographie*, Beauvois, GRIEST : France.
- [2]. Atkinson R.F. 1978. *Knowledge And Explanation In History : An Introduction To The Philosophy Of History*, Ithaca, NY, Cornell University Press: New York-USA.
- [3]. Audigier F. 1993. *Documents En Classe : Traditions, Mythes Et Réalités. Documents : Des Moyens Pour Quelles Fins ? Actes Du Colloque Organisé A L'INRP Les 1-2-3 Avril 1992, Edités Par François Audigier*: Paris, 13-24.
- [4]. Ayachi M. 2013. *L'enseignement De L'histoire A L'université Tunisienne : Réflexions Epistémologique Et Didactique Sur Un Etat Des Lieux*. Rawafid, 18, 79-91.
- [5]. Baquès M-Ch. 2005. *Développement Professionnels Des PLC2 D'histoire-Géographie Et Interactions Avec Les Contextes De Formation. La Formation Des Enseignants Et Les Recherches En Didactique De La Géographie Et De L'histoire, Journées D'étude Didactique Organisées A L'INRP (Le 9 Et 10 Novembre 2005)*: Lyon. [Http://Ecehg.Inrp.Fr/ECEHG/Manifestations-Scientifiques/Archives/Jed/Jed2005/Ateliers-Moments-Cles/Baques.Pdf/View](http://Ecehg.Inrp.Fr/ECEHG/Manifestations-Scientifiques/Archives/Jed/Jed2005/Ateliers-Moments-Cles/Baques.Pdf/View)
- [6]. Boyer G., Chevallier D. & Verceuil-Simion C. 2005. *Former Des Professeurs Des Ecoles Stagiaires Aux Savoirs Historiques Et Géographiques : Petite Histoire D'un Outil, Les Matrices Epistémologiques Et Sociales Pour L'histoire Et La Géographie. La Formation Des Enseignants Et Les Recherches En Didactique De La Géographie Et De L'histoire, Journées D'étude Didactique Organisées A L'INRP (Le 9 Et 10 Novembre 2005)*: Lyon. [Http://Ecehg.Inrp.Fr/ECEHG/Manifestations-Scientifiques/Archives/Jed/Journees-Detudesdidactiques-2006-Reims/Cariou-Didier.Pdf/View](http://Ecehg.Inrp.Fr/ECEHG/Manifestations-Scientifiques/Archives/Jed/Journees-Detudesdidactiques-2006-Reims/Cariou-Didier.Pdf/View)
- [7]. Cariou D. 2006. *Un Modèle D'apprentissage De L'histoire A L'épreuve Des Différenciations Sociales Et Scolaires. Apprentissages Des Elèves Et Pratiques Enseignantes, Nouvelles Recherches, Journées D'étude Didactique Organisées A L'IUFM De Champagne Ardennes (23 Et 24 Octobre 2006) En Collaboration Avec L'INRP : France*. [Http://Ecehg.Inrp.Fr/ECEHG/Manifestations-Scientifiques/Archives/Jed/Journees-Detudesdidactiques-2006-Reims/Cariou-Didier.Pdf/View](http://Ecehg.Inrp.Fr/ECEHG/Manifestations-Scientifiques/Archives/Jed/Journees-Detudesdidactiques-2006-Reims/Cariou-Didier.Pdf/View)
- [8]. Cowgill D.A. & Waring S.M. 2017. *Historical Thinking: An Evaluation Of Student And Teacher Ability To Analyze Sources. Journal Of Social Studies Education Research*, 8(1), 115-145.
- [9]. Di Giacomo F. & Fierz S. 2005. *Articulation En Recherche En Didactique Et Formation Des Enseignants Du Primaire. La Formation Des Enseignants Et Les Recherches En Didactique De La Géographie Et De L'histoire, Journées D'étude Didactique Organisées (Le 9 Et 10 Novembre 2005) A L'INRP*: Lyon. [Http://Www.Irahssse.Eu/Wa_Files/Fierz_Giacomo.Pdf](http://Www.Irahssse.Eu/Wa_Files/Fierz_Giacomo.Pdf)
- [10]. Doussot S. 2018. *L'apprentissage De L'histoire Par Problématisation : Enquêter Sur Des Cas Exemplaires Pour Développer Des Savoirs Et Des Compétences Critiques*. P.IE-Peter Lang: Belgium.
- [11]. Farjallah S. 2005. *L'histoire Contemporaine Du Monde Arabe Entre Intentions Des Instructions Officielles Et Représentations Sociales Des Elèves Exemple : Les Elèves De 4^{ème} Année Secondaire Section Lettres*. [Unpublished Master's In Didactics Of History Applied Licence In Education And Teaching]. University Of Tunis: Tunisia.
- [12]. Farjallah S., Jmel A. & Elloumi A. 2023. *The Need For Teaching Transnational History In Tunisia After 2011: A Balancing Factor Between The National And The Global And A Tool For Openness And Acculturation. International Journal Of Scientific Development And Research (IJS DR)*, 8 (7), 804-810. [Https://Www.Ijsdr.Org/Viewpaperforall.Php?Paper=IJS DR2307117](https://Www.Ijsdr.Org/Viewpaperforall.Php?Paper=IJS DR2307117)
- [13]. Farjallah S. 2017. *La Méthode Historique Entre Fondements Epistémologiques Et Pratiques Didactiques : Processus D'enseignement-Apprentissage Dans Les Lycées Tunisiens 1958 – 2002*. [Unpublished Doctoral Thesis In Didactics Of History Applied Licence In Education And Teaching]. Virtual University: Tunisia.
- [14]. Hassani Idrissi M. 2005. *Pensée Historienne Et Apprentissage De L'histoire*. The Harmattan : Paris.
- [15]. Heimberg Ch. 2002. *L'histoire A L'école. Modes De Pensée Et Regard Sur Le Monde*. ESF : Paris.
- [16]. Lautier N. 1999. *Histoire Enseignée, Histoire Appropriée. Quelques Eléments Spécifiques D'une Didactique De L'histoire. Pistes Didactiques Et Chemins D'historiens. Textes Offerts A Henri Moniot, Dir. Tutiaux-Guillon N., Baquès M-C And Bruter A. The Harmattan*: Paris, 357-379.
- [17]. Lautier N. 2001. *Les Enjeux De L'apprentissage De L'histoire. Perspectives Documentaires En Education*, 53, 61-67.
- [18]. Laville Ch. 1975. *Psychologie De L'adolescent Et Enseignement Historique : Le Problème De L'accès A La Pensée Formelle. Cahiers De Clio*, 43, 33-34.