Research article

Multi-perspective teaching principles in a History course
Principios de enseñanza multiperspectiva en el curso de Historia
Princípios de ensino multiperspectivo no curso de História

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Abstract

Aim: This paper explores the integration of modern technologies and methodologies to support multi-perspective thinking in history teaching. In the rapidly evolving field of history education, adopting a multi-perspective approach is essential for developing students' critical, creative, and autonomous thinking. This approach involves shifting the focus from a traditional, monolithic view of history to one that embraces diverse viewpoints, enhancing learners' abilities to analyze and interpret historical events from multiple angles. The study highlights the challenges and benefits of this approach, including problem-based learning, comparative analysis, and cultural communication. **Methods:** A case study conducted with 11th-grade students illustrates the practical application of these methods, demonstrating the effectiveness of multi-perspective analysis in deepening students' understanding of historical events. Additionally, a survey among teachers assesses the practical challenges and perceived benefits of implementing multi-perspective techniques in history education. **Results:** The implementation of multi-perspective thinking principles in history lessons led to increased student interest and active engagement. Teachers observed deeper inquiry, enhanced classroom participation, and connection with diverse historical viewpoints, suggesting that the approach effectively promotes critical engagement with history content. **Conclusion:** The findings underscore the importance of technological and methodological innovation in fostering a more nuanced and comprehensive understanding of history.

Resumen
Objetivo: Este artículo examina la integración de tecnologías y metodologías contemporáneas para sustentar el desarrollo del pensamiento multiperspectivo en la enseñanza de la Historia. En un campo en rápida evolución, la adopción de un enfoque multiperspectivo resulta esencial para promover el pensamiento crítico, creativo y autónomo del estudiantado. Este enfoque supone desplazar el foco desde una visión tradicional y monolítica de la Historia hacia otra que integra una pluralidad de miradas, reforzando la capacidad del alumnado para analizar e interpretar los acontecimientos históricos desde múltiples ángulos. El estudio destaca retos y beneficios, entre ellos el aprendizaje basado en problemas, el análisis comparativo y la comunicación intercultural. **Metodología:** Un estudio de caso con estudiantes de undécimo curso ilustra la aplicación práctica de estas estrategias y demuestra la eficacia del análisis multiperspectivo para profundizar la comprensión de los hechos históricos. Además, una encuesta dirigida a docentes evalúa los desafíos prácticos y los beneficios percibidos de implementar técnicas multiperspectivas en la educación histórica. **Resultados:** La incorporación de principios de pensamiento multiperspectivo en las clases de Historia se asoció con un aumento del interés estudiantil y un mayor compromiso activo. El profesorado observó indagaciones más profundas, una participación más intensa en el aula y una vinculación más consistente con diversas perspectivas históricas, lo que sugiere que el enfoque favorece el compromiso crítico con los contenidos de Historia. **Conclusión:** Los hallazgos subrayan la importancia de la innovación tecnológica y metodológica para fomentar una comprensión de la Historia más matizada e integral.
Palabras clave: Educación histórica, Enfoque multiperspectivo, Enfoque centrado en el estudiante.

Resumo
Objetivo: Este artigo examina a integração de tecnologias e metodologias contemporâneas para sustentar o desenvolvimento

do pensamento multiperspetivo no ensino de História. Num campo em rápida transformação, a adoção de uma abordagem multiperspetiva é essencial para promover o pensamento crítico, criativo e autónomo dos estudantes. Tal abordagem implica deslocar o foco de uma visão tradicional e monolítica da História para outra que acolhe a pluralidade de pontos de vista, fortalecendo a capacidade dos aprendentes para analisar e interpretar acontecimentos históricos a partir de múltiplos ângulos. O estudo evidencia os desafios e benefícios desta abordagem, incluindo a aprendizagem baseada em problemas, a análise comparativa e a comunicação intercultural. **Metodologia:** Um estudo de caso realizado com alunos do 11.º ano ilustra a aplicação prática destas metodologias, demonstrando a eficácia da análise multiperspetiva no aprofundamento da compreensão dos acontecimentos históricos. Paralelamente, um inquérito junto de docentes avalia os desafios práticos e os benefícios percebidos da implementação de técnicas multiperspetivas no ensino de História. **Resultados:** A implementação dos princípios do pensamento multiperspetivo nas aulas de História conduziu a um aumento do interesse estudantil e do envolvimento ativo. Os docentes observaram maior profundidade de indagação, melhoria na participação em sala de aula e uma ligação mais consistente a diferentes perspetivas históricas, sugerindo que a abordagem promove de forma eficaz o envolvimento crítico com os conteúdos de História. **Conclusão:** Os resultados sublinham a importância da inovação tecnológica e metodológica para fomentar uma compreensão da História mais matizada e abrangente.

Palavras chave: Educação histórica; Abordagem multiperspectiva; Abordagem centrada no aluno.

Introduction

History teaching methodology is a crucial factor in the evolution of modern history education, which must adapt to new conditions. This transformation implies a shift in the education paradigm, leading to:

- A reorientation of the relationships in the teaching process towards the learner's personality.

- The formation of learner autonomy and the development of their creative

abilities and historical, critical, multi-perspective thinking.

- The promotion of students' cognitive, investigative, and creative activities.

Modern researches and reviews call for shifting history education from teacher-centered instruction toward learner-centered, inquiry-based pedagogies that develop students' agency to question sources, construct interpretations, and engage in reflective inquiry (Burton, 2011; Maloy & LaRoche, 2010; Haydn & Stephen, 2021). Integrating technology within a multi-perspective framework supports this shift by enabling problem-based learning, comparative analysis of viewpoints, and cultural dialogue—treating history as a cultural text connecting past, present, and future (Ghory & Ghafory, 2021; Chew & Cerbin, 2020; Coe et al., 2021). Contemporary researches emphasize democratizing and diversifying history teaching while balancing egalitarian access with critical mediation of diverse narratives (Carretero et al., 2017; Lozano Parra & Wansink, 2022; Rowan & Wansink, 2025). The field continues to evolve across three main paradigms—traditional, realistic, and phenomenological—each reshaped by modern technology and pedagogical innovation.

Modern researches also argue that while traditional knowledge-based models ensure disciplinary rigor, they must be complemented by methods that cultivate historical thinking—corroboration, contextualization, and causal reasoning—so learners grasp both content and

the practices of historians (Harris & Metzger, 2018; Husbands et al., 2003; Harnes, 2025). Effective technologization of history teaching depends on educators skilled in modern pedagogies who can foster moral, critical, and creative thinkers capable of balancing tradition with innovation (Vardumyan, 2005). History education thus carries a civic mission: by promoting empathy, perspective-taking, and critical engagement, it can advance social cohesion and democratic understanding when supported by evidence-based teaching and teacher preparation (Carretero et al., 2017; Kropman et al., 2023; Staszczak-Flavio, 2023).

Modern history education is viewed as a means of humanizing learning—promoting students' multi-perspective thinking, cultural awareness, and personal growth through learner-centered and culturally integrated teaching (Topuzyan, 2009). Rapid technological progress demands methods that develop independence, critical analysis, and values of tolerance and cooperation. Research shows that multimodal and student-centered activities—such as simulations, role-play, and inquiry-based projects—enhance engagement and disciplinary thinking (Kondratev & Matyushkin, 2008; Maloy & LaRoche, 2010; Haydn & Stephen, 2021; Lozano Parra & Wansink, 2022). Developing multi-perspective thinking involves examining biases, exploring diverse viewpoints, and using differentiated, technology-supported instruction to help students understand

historical causes and conflicts more deeply (Melnikov, 1962).

Cognitive research shows that effective multiperspective history teaching requires carefully sequenced, scaffolded tasks that manage complexity and support diverse learners through explicit strategy instruction and formative feedback (Chew & Cerbin, 2020; Shadrikov, 1993; Melnikov, 1962; Killen & O'Toole, 2023). Teachers must design accessible, motivating tasks that promote independence and guide students in connecting diverse viewpoints through media analysis and critical discussion (Shadrikov, 1993). Multiperspective thinking helps learners construct their own understanding of the past through inquiry, open-ended questioning, and reflection. However, challenges include curriculum flexibility, language barriers, and the difficulty of developing historical empathy—imagining others' experiences without imposing one's own beliefs.

Induction alone cannot develop students' multi-perspective thinking; it requires modern, technology-supported methods that help learners experience and interpret the past. Conflicting evidence may cause confusion, especially for students used to rote learning, so teachers need methodological and technological support to foster inquiry and reflection. When applied effectively, these approaches help students understand how information becomes historical evidence, connect causes and effects, recognize continuity and change, and interpret past actions within context rather than through present-day judgment.

Below we present a set of methodological and technological educational activities that ensure the effectiveness of multi-perspective thinking among students during the process of a history lesson, which consists of exercises that can help students understand the diversity of views on history. This includes a "history media class," during which students can listen to media lectures by renowned historians, ask key questions related to the topic of their lecture, conduct online forum-discussions through Google Meet and Zoom, and subject historical concepts to comparative analysis with other audiences studying history. Based on the conclusions drawn from online forum discussions at different stages of the media class, it is possible, with the help of electronic graphic media classifiers, which make concepts and connections between them more visible, to draw a table of concepts on the active/smart board, in which each student will write the characteristic features of the concepts without providing their definitions.

The multifaceted media-educational and learning-technological environment is supported through the practical application of three modal theories in the history lesson process: visual learning, auditory learning, and movement learning (kinesthetic & tactile learning).

Visual Learning: Uses texts, images, animations, and videos to enhance comprehension and engagement.

Auditory Learning: Involves discussions, oral readings, and listening to sounds or music from historical periods to deepen contextual understanding.

Movement (Kinesthetic & Tactile) Learning: Encourages hands-on activities like script writing, reenactments, and games to build emotional intelligence and social learning (Kondratev & Matyushkin, 2008).

Map-Based Journey Analysis: Uses maps to trace historical movements, integrate geography, and analyze territorial changes such as empire expansion or border disputes.

History as a Museum Exhibit: Students design exhibits using diverse sources, strengthening research, comparison, and contextual analysis skills.

Use of Symbols and Visual Aids: Charts, images, and symbols help students connect information to evidence and focus attention.

Socratic Discussion: Promotes active listening, reasoning, and peer learning, fostering critical thinking and deeper understanding.

By applying modern methods and technologies, students develop multi-perspective thinking and the confidence to engage with diverse sources and interpretations. This approach highlights the complexity of forming clear historical conclusions and the divide between traditional and modern teaching views. Each chosen method shapes the roles of teachers and students, making lessons more balanced and content-rich through varied sources and perspectives. Although challenging, applying a multi-perspective approach is essential, as humanized education must consider the ideas and expectations of different social groups.

A case study was conducted from November 2023 to March 2024 at the base college of the Armenian State Pedagogical University named after Kh. Abovyan, and at a secondary school named after H. Hakobyan in Meghradzor village to evaluate the educational significance of these methods and the opinions of teachers and students about them.

Methodology and methods

A case study was used in the 11th grade within the framework of the post-war world order after the Second World War. At the end of the lesson, a discussion was organized, at the end of

which the students had the opportunity to evaluate the lesson with a 1-10 point system.

Within the framework of the same topic, we also performed practical work: modeling the

comparative characteristics of the Bipolar realities, the USA and the USSR.

1. Together with the students, we listed the topics for discussion from the parties whose interests they were going to investigate. We included both main actors and other participating parties.

2. The students independently compiled the main goals of those countries.

3. At the end of the study, we arranged students in one side of the countries of the bipolar world or the other randomly, based on a draw of lots.

4. Students representing the same side created a shared agenda by comparing their state's political, social, cultural, and economic characteristics. They recorded their findings in a table and rated each factor on a 10-point scale, identifying which goals were most and least important.

5. For each characteristic they got, they earned as many points as indicated in its list.

6. On each question, the groups presented the characteristics of the state they represented, and each of the other groups wrote on the board whether they agreed or disagreed, and their relevant arguments.

7. In order to reach a common agreement on each question, a discussion of several minutes took place, based on arguments derived from the historical context.

8. Each agreement was listed on the board in front of the question.

9. As a result, the parties counted how many points they scored.

10. At the end, we were able to compare its results with the actual results, discuss the differences (if any) and their reasons.

After completion, the teacher was able to address each problem separately and present the main criteria through a Venn diagram.

After practical work, we conducted another evaluation, the results of which differed from the initial evaluation.

In addition to practical application, we also conducted a survey among the teachers using Google Forms. Through this survey, we tried to determine the appropriateness of using a multi-perspective approach in teaching history, the complexity of the problems that arise, as well as the influence of other application factors. The survey and the results are presented below.

- To what extent did students demonstrate increased interest in the history topic through this lesson?

- Did the lesson encourage students to analyze historical events from different viewpoints?

- How effectively did the lesson promote the development of students' critical thinking skills?

- Did you observe improvements in students' logical, strategic, or analytical thinking during the lesson?

- What challenges did you encounter while implementing the multi-perspective approach? (Select all that apply)

- Overall, how would you rate the effectiveness of the multi-perspective thinking principles in enhancing historical understanding?

- Would you consider using multi-perspective thinking principles in the future?

Please share any suggestions or comments for improving the use of multi-perspective thinking principles in teaching history.

Results and discussion

Based on the survey, the overall data reflects a positive evaluation of the approach's effectiveness in fostering student engagement and cognitive development.

- 85% of teachers reported that students showed moderate to high interest in the topic.

- 75% observed that the multi-perspective approach made students more involved in classroom discussion and inquiry.

Teachers noted that students were more curious, asked thoughtful questions, and related personally to the diverse viewpoints presented.

- 80% of teachers agreed that the lesson effectively promoted critical thinking.

- 85% observed improvements in students' logical, analytical, or strategic thinking.

- 90% felt that students were better able to analyze historical events from multiple viewpoints.

Many teachers emphasized how students began to question sources more critically and recognize bias or complexity in historical narratives.

70% of teachers felt well-prepared to implement the multi-perspective approach.

The following challenges were noted:

- 45% – Lack of sufficient resources or source materials

- 30% – Time constraints for in-depth analysis and discussion

- 25% – Student difficulty understanding conflicting viewpoints

While implementation was generally smooth, teachers highlighted the need for more structured support materials.

- 88% of teachers rated the lesson as effective or very effective in deepening historical understanding.

- 90% stated they would definitely or probably use multi-perspective thinking principles again in future history lessons.

Most teachers considered this approach essential for developing students into critical and reflective learners.

Conclusions

The implementation of a multi-perspective approach in history teaching represents a significant advancement in educational methodology, emphasizing the need for students to engage with historical events through various viewpoints. This approach not only enriches students´ understanding but also fosters critical and creative thinking, essential for navigating contemporary complexities. The case study and survey results reveal that while the multi-perspective approach offers substantial educational benefits, it also presents challenges such as the need for additional time, resources, and adaptation to diverse learning styles. The teachers' feedback highlights that, despite these challenges, the approach is generally well-received and valued for its capacity to enhance students' analytical skills and historical empathy. Moving forward, continued investment in technological tools and innovative teaching methods will be crucial in addressing these challenges and maximizing the effectiveness of multi-perspective history education.

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Author Contribution

Armine Yeprikyan: conceptualization, methodology, formal analysis, writing the original draft, data curation, research, resources, writing, reviewing and editing.

Samvel Poghosyan: use of software, supervision, validation, formal analysis, writing, reviewing and editing.

Edgar Hovhannisyan: acquisition of funds, project administration, visualization, writing, reviewing and editing.

Conflict of Interest

The authors declare that there is no conflict of interest.