

Re-enactment and service-learning in the environment of the Spanish Civil War

Recreación y aprendizaje-servicio en el contexto de la Guerra Civil española

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Abstract

Historical re-enactment is an emerging social practice in the knowledge society, and it helps us better understand aspects of the past and heritage. The knowledge gained through historical recreation contributes to the construction of quality citizenship. The deepening of democratic values requires that educational systems commit to the promotion of critical citizenship. Service-learning constructively develops experiences that connect science, education and society. Our research describes a systematized praxis of historical recreation. It has been developed by university students, and it has been carried out from the perspective of service-learning, in a manner consistent with the concepts of public history and public archaeology, to contribute to the promotion and defense of heritage history and the preservation of historical memory.

Key words: Spanish civil war, re-enactment, service-learning, heritage, historical memory.

Resumen

La recreación histórica es una práctica social emergente en la sociedad del conocimiento y nos ayuda a comprender mejor aspectos del pasado y el patrimonio. El conocimiento adquirido a través de la recreación histórica contribuye en la construcción de una ciudadanía de calidad. La profundización de los valores democráticos requiere que los sistemas educativos se comprometan con la promoción de la ciudadanía crítica. El aprendizaje-servicio desarrolla de manera constructiva experiencias que conectan ciencia, educación y sociedad. Nuestra investigación describe una praxis sistematizada de recreación histórica. Ha sido desarrollada por estudiantes universitarios, y se ha llevado a cabo desde la perspectiva del aprendizaje-servicio, de manera coherente con los conceptos de historia pública y arqueología pública, para contribuir a la promoción y defensa de la historia patrimonial y la preservación de memoria histórica.

Palabras clave: Guerra Civil española, recreación, aprendizaje servicio, patrimonio, memoria histórica.

Introduction

We have articulated our research process from projects based on service-learning and historical re-enactment, and from an educational and training perspective. Service-learning is an educational strategy that involves working with content based on objects, concepts and procedures, and also implies the consideration of values from an active teaching dynamic, where, based on projects, they combine the processes of learning

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and service to the community. (Eyler & Gilers, 1999; Furco & Billing, 2002; Titone, 1981). We can find precedents in the project-based method defined by the «Escuela nova» (New School) (Dewey, 1899, 1938; Kilpatrick, 1918); we can also find them in the «Scout» movement of the early twentieth century (Baden-Powell, 1908, 1918). Service-learning can be implemented at any educational level, in higher education and university settings (Jacoby, 1996; Puig et al., 2007).

The re-enactment is a practice with distant precedents. In the 1970s, it fully developed (Agnew et al., 2019; Fischer, 1990). Its field of action is close to «historical reconstruction», experimental archaeology, historical dramatization, and living history... The participants in a re-enactment action try to reproduce (represent or interpret) rigorously and realistically, a situation or an event of the past. For this, they use objects, clothing, equipment and technologies that are similar, or as similar as possible, to what they want to represent. Carrying out a re-enactment action implies studying, knowing, and documenting. This requires a teaching-learning process. Re-enactment actions are carried out for informative, cultural, teaching-learning, or even scientific purposes. The re-enactment and Living history share a good part of their strategies and goals. The actions of Living history focus, preferably, on the role of the people who animate and interpret the heritage spaces, using costumes and objects of the time, with a clear interpretive and educational intention. The re-enactment actions have also been applied, to military-type representations, not linked to interpreting heritage spaces. In many countries, the concept of re-enactment also includes living history actions (Goodacre & Baldwin, 2002).

At the end of the 70s of the 20th century, new museographic perspectives were developed that incorporated re-enactment and historical recreation actions; we refer to the «Open air museums», the archaeological parks, or the eco museums. At the end of the 20th century, historical re-enactors multiplied their presence to enhance heritage sites (Paardekooper, 2013). In the early 21st century, the trend continued to rise. The visiting public demands and appreciates, more and more, historical recreation activities. The re-enactment has become an essential factor of intermediation, attraction, and didactics for the understanding of heritage spaces.

Hypothesis and objectives

Re-enactment activities have had an uneven impact on teaching-learning environments. In some countries, such as the US and Canada, re-enactment has been incorporated into schools, becoming a didactic strategy in primary and secondary education (Morris, 2009, 2012; Heuvel, 2020). In other countries the re-enactment is considered an external resource, which can be used occasionally, to reinforce the teaching-learning processes. The consideration of re-enactment as a useful strategy in teaching-learning environments has been increasing in the 21st century.

Would it be possible to combine, in a single educational strategy, re-enactment and service-learning in the training processes of education and heritage professionals? In 2011 the DIDPATRI research group (Didactics of heritage and new technologies) of the University of Barcelona proposed a service-learning research process using re-enactment as a teaching-learning and socialization strategy for landscapes and centres of patrimonial interest.

The research group focused the research on the historical episode of the Spanish Civil War (1926-1939). The research group already had some experience (since 2009) in carrying out interpretive and knowledge transfer actions on the heritage of the Battle of the Ebro (1938). In 2011, this historical fact continued to be an issue little considered, and the heritage of the conflict was threatened despite its legal protection (Law 52/2007, of December 26; Law 20/2022, of October 19). The survival of the Franco dictatorship until 1975, and its partial continuity through some estates in the Spanish state, put obstacles to an objective study of the Civil War (González Ruibal, 2016). In this context, everything that could imply an approximation to the knowledge, heritage, landscapes and spaces of the Spanish Civil War, helped to promote civility and democratic culture.

In this sense, the design of re-enactment activities carried out by university students could be of great help in actions to recover and dignify the memory of the Spanish Civil War that was carried out in museums, monuments or archaeological sites. The students mainly belonged the Master's degree in Heritage Management and Museology, and the Primary Teacher Degree from the Faculty of Education, although students from various specialities from the Faculty of Geography and History.



Figure 1. Re-enactment practices in the Master of Heritage Management and Museology at the University of Barcelona (2015). Photos DIDPATRI

The intervention hypothesis established that re-enactment could play an important role in the training of university students in history, archaeology, museography, and educational sciences. The contents to be worked on would be conceptual, procedural and attitudes, values and norms. All this with added civic value based on the practice of historical memory activities.

As a premise, we understood that re-enactment actions help in understanding historical situations and heritage environments; therefore, it was also very useful in content acquisition. The re-enactment was also considered an interesting instrument from the point of view of methodological and procedural training: it was useful for generating hypotheses about historical cases and impacted dissemination, education and socialization.

Regarding the promotion of attitudes, values and norms, the hypothesis was that the re-enactment could provoke attitudes of empathy, and also of respect, towards heritage; a heritage that, in most cases, was linked to historical memory.

Apart from these hypotheses, the research experiment with what possibilities the incorporation of re-enactment treated from a service-learning dimension could offer us. Our aim was to establish whether, with the participation of university students in re-enactment actions, specific didactic materials could be generated aimed at provoking a greater understanding of historical events, contributing to the empowerment of the interpretation and safeguarding of the heritage of the conflict.

This research could not be carried out on a single project. A unique strategy was decided: to maintain a sustained line of research over several years, which, transversally, would form part of the different transfer projects carried out by the DIDPATRI research group. The experiences presented are linked to projects from the 2011-2022 interval.

The main objectives, integrated into the different projects, were:

- Establish the possibilities of re-enactment in the disciplinary training processes of university students (specialities in history, archaeology, museography and educational sciences).
- Organize recreational activities for university students, from a service-learning perspective, to publicize, energize and protect the tangible and intangible heritage of the Spanish Civil War.
- Support civil society entities in initiatives to recover historical memory.
- Promote alliances between university groups, civil associations and existing re-enactment groups.
- Link re-enactment activities to knowledge socialization actions generated by basic research.

- Link re-enactment activities to the generation of static and kinetic images that can be used in knowledge socialization processes (didactic materials, museography, videography, exhibitions, apps, etc.).
- Link university recreation activities to public history and public archaeology practices.

Materials and methods

The idea of developing a university service-learning model based on re-enactment was part of a global project, a meta-project (a project of projects) that wanted to add dynamics of historical, archaeological and didactic research in public archaeology and public history. The re-enactment was one element of a holistic approach to the Spanish Civil War, which articulated basic research, didactic socialization and civic training (Hernández-Cardona et al., 2021).

From a methodological point of view, we started from the assumption, established by empirical experience, that the experience or visualization of simulated but truthful images brings closer facts, situations or processes of the past, based on representations or iconography, facilitated their global or partial understanding (variables depending on the case). Based on this assumption, the interventions were viewed from an interdisciplinary prism, but with the importance of the Educational Sciences and especially the Didactics of the Social Sciences. The proposal proposed the design of didactic models and prototypes (design and evaluation of didactic activities understood as methodology); complemented and reinforced by the experiment technique and the various experiences had to also consider aspects of triangulation (diverse perspectives of analysis and assessment by diverse agents in time and space). In this sense, the methodology was subsidiary to what in Didactics is called “Design and evaluation of teaching activities and materials”, which is also related to the quasi-experimental method. The projects to be developed were qualitative-comprehensive, with a vocation for application (teaching and cultural industries) to be developed in collaboration with the different agents involved. They were conceived in the environment of qualitative methodology oriented towards decision-making and change. In the context of formal education, the result involved training of teachers and heritage professionals, and generation of teaching activities and materials. But they also involved activities outside the classroom and in this sense the research was understood in the non-formal context and with social repercussions.

Part of the research had an empirical nature, in reference to the definition of historical recreation models, since actions were generated that could be verified and contrasted in terms of comprehensive functionality of the past and heritage. It is precisely in this sense that the empirical-experimental dimension was considered an important component in the overall articulation of the project, its activity models and its replication possibilities. Regarding the purpose of the research, it was considered that it should preferably be located in the field of applied research since its purpose was the definition of practical options and the optimization of strategies and resources. This empirical dimension

converged with the axiological dimension that had to be established from service-learning practices.

Starting in 2011, the DIDPATRI research group worked (from a meta-project perspective) on facts, cases, places and memory of the Spanish Civil War (1936-1939) and on the heritage that the conflict had generated, and, especially, about the events of the 1938 and 1939 campaigns: the Battle of the Ebro and the Catalonia Campaign. The historical-archaeological and museographic investigations and interventions focused on the following cases:

- Republican aviation aerodromes in the Penedes region.
- Museography of Republican aviation.
- Line of trenches and battlefield of Ordal.
- Raimats battlefield (Battle of the Ebro).
- Fortified line (la Fatarella).
- Command post of the XIII International Brigade of Molí d'en Ferriol (Corbera d'Ebre).
- Repressive spaces of the Barranc de l'Obaga (Corbera d'Ebre).
- Museography of the health of the Popular Army of the Republic
- Coastal Fortifications (Cunit).
- Torre Balldovina air raid shelter (Santa Coloma de Gramenet).
- Palau de les Heures air raid shelter (Barcelona).
- Spaces of memory (els Monjos, la Fatarella, Ascó, Flix, Corbera d'Ebre).

The interventions had to consider the dimensions of research, innovation and transfer, and incorporate into the teaching-learning process variables with the participation of students when necessary. The research sought to generate new knowledge about the Spanish Civil War and its heritage. The knowledge got had to be made known to the scientific community through the usual means: scientific publications, papers and communications to congresses. But the strategies for the socialization of knowledge also had to be carried out through direct communication, didactics, and transfer. These had to be parallel to the investigation, seeking synergies with civil society. This implied the design of didactic materials and publications, the production of museography interventions, the development of comprehensive iconography, various gamification actions and socialization proposals (Hernández-Cardona et al., 2019).

Naturally, this set of socialization initiatives could promote a cultural increase in society, and favour cultural industries, cultural tourism, and educational systems. These axes also had a direct impact on the promotion of culture in quality citizenship.

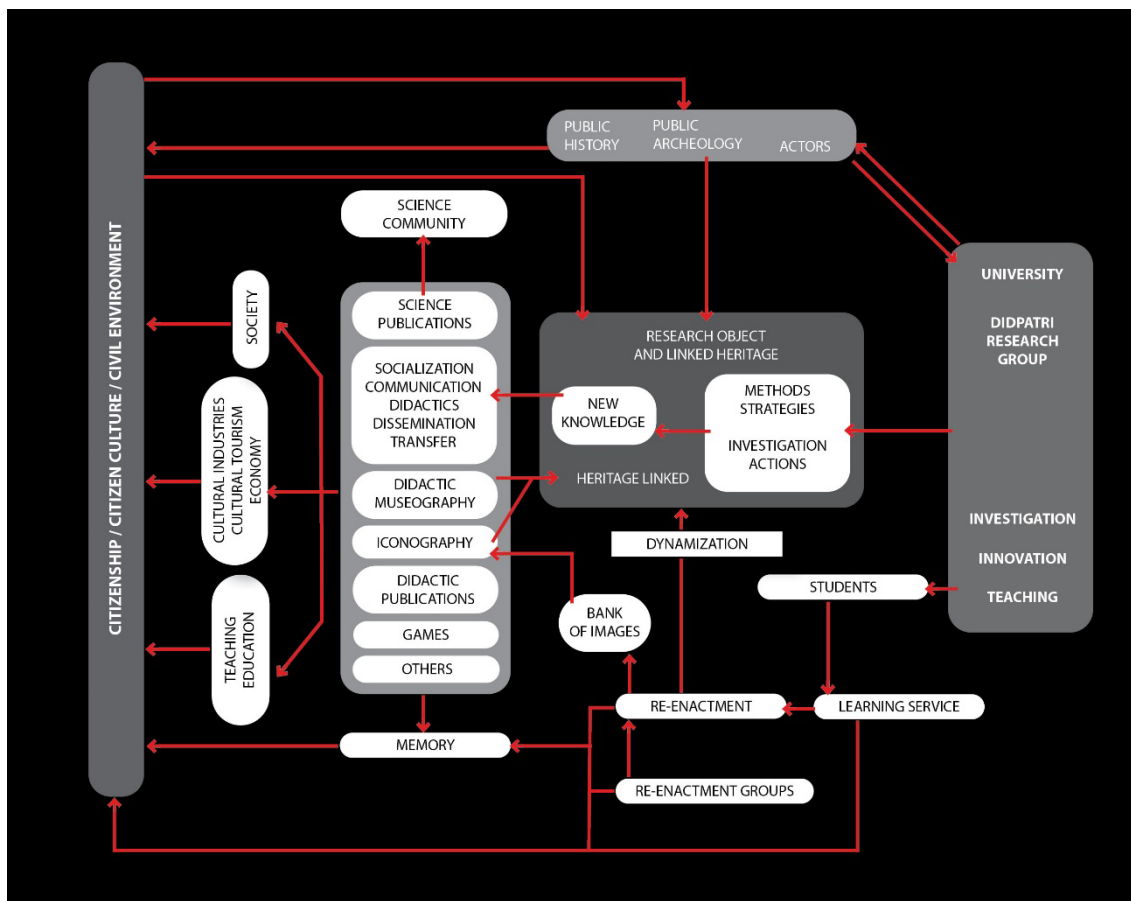


Figure 2. Concept map. Re-enactment and service-learning. Planning of research activities and knowledge sharing.

This approach, operational and consistent with the practice of public history and public archaeology, was not considered sufficient. They also wanted to add, proactively, the potential of the students and the teaching-learning processes themselves; They wanted to find a resultant that would add research, transfer, and civic education. The option implied the commitment and active participation of the students. What they wanted to implement was, precisely, service-learning actions carried out during re-enactment actions.

The re-enactment facilitated the learning of historical content in the classroom and outside of it. The re-enactment had a civic dimension since the research actions carried out contributed to a culture of historical memory and favoured the knowledge, promotion and safeguarding of heritage spaces, museums and historical artefacts, etc. (Dupré et al., 2020). The re-enactment activities shared with established re-enactment groups generated enriching alliances between the university environment and civil society.

Since the 2011-2012 academic year, re-enactment activities were incorporated among the students of the Master's Degree in Museology and Cultural Heritage Management (official Master of the University of Barcelona), and also among the students of the Primary Education Degree of the Faculty of Education, also from the UB. The support of specialized re-enactors and the systematic collaboration of some recreation associations (15 Brigada Mixta; Ejército del Ebro) was got. In the successive academic years, the students of the Historical Reenactment subject of the master's course, and the students of Didactics of History, of the Education Degree, were proposed to carry out re-enactment activities on the Spanish Civil War, as well as Voluntary participation, as service-learning, in activities to promote heritage, at sites, museums or acts of memory related to the conflict.

As of the 2015-2016 academic year, it was found that a significant number of students were interested, even after finishing their studies, in continuing to collaborate, regularly or sporadically, in re-enactment activities. An associative structure was organized (Recreació UB-DIDPATRI) that brought together volunteer students, alumni, members of some collaborating associations and professors from the University of Barcelona. This structure made it possible to organize academic proposals, but also extracurricular activities; and it was flexible enough to assume intermittent incorporations of students or ex-student volunteers. In fact, participation was uneven. They were mostly young volunteers in the process of professional consolidation. This caused the number of re-enactors to be variable, but in general, the participation was always operational. Throughout seven academic years (2014-2015 to 2020-2021) some two hundred participants (among former students and students) collaborated in recreational, academic or extra-curricular activities.

This university service-learning activities consolidated a culture around the re-enactment of the Spanish Civil War. The «Recreació-UB-DIDPATRI group», and the students of the different promotions, collaborated with recreation associations, increasing their experience in archaeology and public history. In turn (and always from a service-learning perspective), the re-enactment activities contributed to revitalizing, valuing and preserving the heritage of the Spanish Civil War, and promoting historical memory. The presence of re-enactors explaining heritage elements or places of memory was very positive from the point of view of revitalization and heritage protection. (Jiménez & Rojo, 2014; Hernández & Rojo, 2012).

The university re-enactors contributed to the generation of a bank of digital images (photo and video), which played a determining role in the generation of a didactic iconography about the conflict. The images, properly treated (and always ruling out the possibility that they could serve as false history), were used in preparing didactic materials, in didactic museography, in communication activities, in the development of games, in the design of apps and audiovisual, etc. (Hernández & Hernández-Pongiluppi, 2018). The new didactic iconography generated from the re-enactment was also used in scientific publications to explain hypotheses or describe situations (Arnabat & Hernández, 2011). This dialectic of creating historical iconography also affected

educational processes, provided comprehensible material for cultural industries and cultural tourism, and affected users from a wide spectrum.

Another very important dimension was the systematic participation of the re-enactors in explicit memory actions (an absolutely important dimension in a country with a deficit): tributes, commemorations, and acts in significant historical places, on themes of memory of the Spanish Civil War (Hernández-Pongiluppi, 2020). These activities were framed within the legal context defined by the Historical Memory Law. Finally, it should be noted that the set of dimensions on which re-enactment activities had an impact (public history and archaeology, socialization of new knowledge, didactic materials and publications, didactic museography, revitalization and safeguarding of heritage, gamification, historical memory actions, etc.) contributed to the construction of quality citizenship.

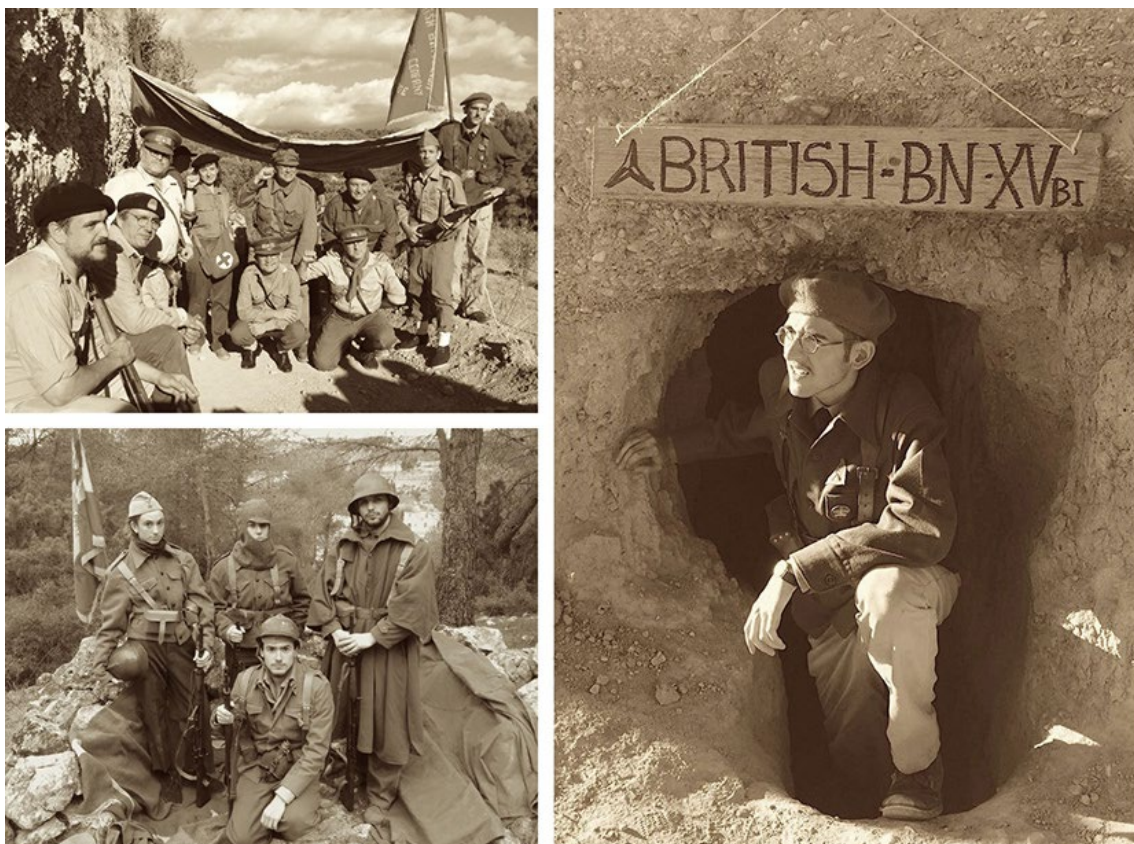


Figure 3. UB student's members of the group «Recreació UB-DIDPATRI», 2018, Photo. DIDPATRI.

Re-enactment with civil and cultural dimension

The re-enactment activities set in the military dimension are criticized by educational environments since they can be contradictory to the promotion of the culture of peace. This could pose a problem, since the object of study on which the investigations were

carried out was the Spanish Civil War, and obviously, a war cannot be studied outside of its military component. However, it is no less true that a war cannot be understood, considering only the military variables. The re-enactment activities that typified the service-learning experience incorporated elements of war, but also non-war variables. Thus, the re-enactment activities emphasized different presentations, in which visitors could partially contemplate or experience realities that made up a civil perspective on the war. During war times, there are men and women doing activities to support and to be with other people so much as to maintain life and health. Enhancing human solidarity even in these difficult circumstances shows the other face of war. The DIDPATRI group had considerable experience in this field. It had developed museographic projects on the heritage of the conflict that gave relevance, precisely, to the civil dimension, following the example of proposals such as Peronne's «Historial de la Grande Guerre»; or «Flanders Field» by Ieper. (Feliu, 2011; Íñiguez-Gracia & Hernández-Cardona, 2004; Muchitsch, 2014).



Figure 4. Recreation of the militias of culture, in a commemorative event, 2017. Photo. DIDPATRI



Figure 5. Reenactment of war healing. Collaboration of DIDPATRI with the groups «Ejército del Ebro» and «XV Brigada Mixta». Photo: DIDPATRI

There were also small re-enactment exhibitors on food, passive defence, the prevention of chemical warfare, the organization of public schools (a movement called «Consell de l'Escola Nova Unificada CENU»), on the role of women in war etc. Naturally all re-enactment activities also had a military dimension: recruiting offices, training, description of weapons and equipment. To include real these actions in exhibitions, transform the understanding of historical events in a more human way.

This more civil approach involved a projection in primary and secondary education centres, as well as the design of workshops and didactic suitcases to develop re-enactment activities in the classrooms of educational centres.

Results

The planning of this type of university re-enactment activities, both academic and extracurricular and voluntary, also raised from a service-learning perspective, should be considered as possible, relevant and positive. Possible, because satisfactory actions could be carried out despite the few previous experiences. Relevant, because they imply a new teaching-learning and civic training strategy (based on understanding that re-

enactment activities have a community dimension). Positive, because it contributes to a better historical knowledge and to the defense and preservation of cultural heritage.

The hypotheses that had been considered regarding the re-enactment could have an important role in the training of university students in history, archaeology, museography and educational sciences were sufficiently supported. In the same way, the synergy that could be established between re-enactment and the practice of service learning from a civic perspective was endorsed.

During the period 2014-2015 / 2021-2021, 7 courses (promotions) of the Master of Heritage Management and Museology (Faculty of Geography and History of the UB) participated in the experience with 98 students, and 2 promotions of students of Primary Education Degree (Faculty of Education UB) with 87 students. An indeterminate number must be added to students who, since 2011, took part in the first tests of the project. The UB Recreation group, created in parallel to the experience, and made up of ex-students, teachers and related re-enactors, always had around 20 active members. Throughout 7 academic years, this human contingent of students, alumni, teachers and associated re-enactors promoted and took part in a good deal of re-enactment activities in the Spanish Civil War, defining new dynamics for the socialization of knowledge and implementing heritage value (Hernández-Cardona et al., 2019; Hernández-Cardona et al., 2021).

The historical recreation block of the University of Barcelona directly supported the research initiatives (historical and archaeological) developed by the DIDPATRI group, in heritage spaces from the Spanish Civil War. In fact, in the context of public archaeology and history, activities in favour of historical memory began in 2011; although systematic re-enactment activities were incorporated in the 2014-2015 academic year. Among the most relevant actions linked to research or transfer projects, it is worth highlighting:

— In 2012, the DIDPATRI group financed the creation and placement of a bronze bas-relief in memory of the XV International Brigade and the 15th Mixed Brigade of the People's Army of the Republic. The piece was in Raimats (la Fatarella, Tarragona). The place had witnessed heavy fighting in the last phases of the Battle of the Ebro (November 1938) and was excavated in 2011 by INCIPIT (Institute of Heritage Sciences. Higher Council for Scientific Research) and the DIDPATRI group (González Ruibal, 2012). The re-enactment commemorative actions in memory of the republican units were held, uninterrupted, in November from 2016 to 2019, when they were interrupted by the COVID-19 pandemic. (Sospedra et al., 2018).

— Also, in the municipality of Fatarella, next to the monument dedicated to Lieutenant Colonel Manuel Tagüeña (commander of the XV Army Corps of the Popular Army of the Republic), also produced by the DIDPATRI group, between 2017 and 2019, actions of Commemorative re-enactment next to what had been the camp of the XV Army Corps of the Popular Army of the Republic during the Battle of the Ebro.

— The municipality of Flix was another of the places where interventions were made repeatedly, along with other re-enactment associations. In the castle of Flix, the DIDPATRI group erected a monument in memory of performing the bridge-building engineers of the Republican army during the Battle of the Ebro. Since 2015, re-enactment days have been held to remember the Republican withdrawal of November 1938.



Figure 6. University re-enactors. Flix, 2018 «The last day of the Battle of the Ebro». Photo: DIDPATRI

— Another of the spaces where re-enactment actions were carried out by university students was the Cunit beach (Tarragona) where the construction of the coastal defenses was represented between 2016 and 2018. This project was part of a heritage initiative led by DIDPATRI, to recover and rebuild the existing forts in the area.

— In 2016, recreation activities were also promoted in the municipality's vicinity of Corbera d'Ebre (Tarragona), specifically in memory of the «Botwin» company (Palafox Battalion of the XIII International Brigade), on the stage where this unit, made up by Jewish internationals, fought their last battles; a space that had also been investigated, and archaeologically excavated, by the DIDPATRI group.

— Among the most relevant re-enactment actions, it is worth highlighting the one carried out in the Barranc de l'Obaga, (Corbera d'Ebre) in 2018. During 2017, the DIDPATRI group carried out excavations to recover the remains of Robert Merriman, commander of the Lincoln battalion. The works were unsuccessful, but the group produced a monument in memory of the North American internationals. The US Consul in Barcelona, Mr Marcos Mandojana, attended the commemorative and re-enactment inauguration. (Hernández-Pongiluppi, 2020). In the years that followed, re-enactment events continued to be held at the venue.



Figure 7. UB reenactors at the inauguration of a sculpture in memory of the combatants of the Lincoln Battalion, in Corbera d'Ebre, 2018. Photo: DIDPATRI

— To these actions must be added many other participations in activities organized by civic and re-enactment associations: the recreation of the Ebro pass in Miravet (Tarragona) in July 2018, the recreation of the bombings in the town of la Granadella (Lleida), annually since 2015, the recreation of the Republican NCO School of Tudela de Segre, annual since 2016. The recreations of the trenches of l'Ordal (Barcelona), carried out since 2016. The recreation of the 27th Division camp in Robres (Huesca) in the years 2021 and 2022.

In parallel to the recreational activities, the UB students also had an impact on the production of television programs and audiovisual reports. Among the most outstanding the participation on repeated occasions in the program «Quèquicom» on the Television of Catalonia (TV3); a science outreach program. They also took part in various reports of the series «Tremolors» dedicated to the Battle of the Ebro, or in the production of the documentary «Els darrers dies de Robert Merriman» from the University of Barcelona. Systematically weighing in all the recreation interventions promoted by DIDPATRI, hundreds of photographs, videos and images were taken through the use of drones. The result, as already shown, was the getting of a powerful image bank that allowed the development of iconographic support proposals for the production of reports, graphic panels, apps, didactic materials, etc. The images were used to build matte painting

proposals for museographic or editorial purposes (Hernández & Hernández-Pongiluppi, 2018).

Finally, it should be noted that recreation was also used preferentially in some museographic proposals. The most important was developed at the «Centre d'Interpretació de l'Hospital del Molar». The Molar museographic proposal (Tarragona) was implemented in the management building of an old mine that, during the Battle of the Ebro, became a field hospital for the Republican army. In preparing the museographic proposal, re-enactors were used to get video images of field hospitals, surgical operations (following the «Trueta» method), and the organization of the republican health system during the battle. The images were also used extensively in the graphic production of the exhibition. The iconography generated from the recreation, adjusted from the matte painting treatment, played a decisive role and the centre became a pioneering experience of a museographic space structured by images from historical recreation activities. (Sospedra et al., 2020).



Figure 8. Museography of the Hospital del Molar (Tarragona), in collaboration with the recreation group «Ejército del Ebro», 2018.

The re-enactment and service-learning experiences were affected by the COVID-19 pandemic. The activity carried out between 2016 and 2021 was functional and satisfactory, and the general hypothesis was sufficiently proven empirically.

The evaluation of the performed activities was carried out in a fragmented manner, depending on the calendar of the various projects involved. In general, qualitative evaluations were carried out. Holding «focus group» type sessions that involved contrasting points of view, assessments, and observations with the various agents involved (political and management environments, researchers, tourism and heritage technicians and teachers).

In this regard, the fact that the projects had been carried out from the logic of Public Archeology or Public History generated a “continuous” evaluation process enriched by systematic meetings. This dynamic led to improvements in recreation protocols that were reapplied and tested in successive projects.

The evaluation, logically, also considered the participating students. Apart from the broad evaluation and suggestion meetings, the content learned in the processes was evaluated using questionnaires, which had closed questions, but also open spaces. This process provided suggestions to reinforce and verify the empirical dimension of the research, since the results indicated that, indeed, the students satisfactorily learned certain concepts of history and archeology from the recreation, but also of didactic methodology. The results confirmed the initial hypotheses insofar as there was consensus in considering that the experiences carried out helped to relativize and better understand the facts, processes and historical contexts, and increased the scientific experience through empathic means and through reflection based on substitutes of reality (McCalman & Pickering, 2010). At the same time, it was considered that recreational praxis helped optimize didactic approaches. Questionnaires focused on the most axiological aspects, linked to values and to the service-learning nature of the activities carried out. Responses showed that the experience contributed to greater consideration regarding the heritage and historical memory of the Spanish Civil War.

The approach of re-enactment activities in the key to service-learning became clear as possible and useful; and contributed to promoting and protecting heritage and promoting civic education.

Discussion

The experience of carrying out re-enactment activities at the university level, in terms of service learning, has possibilities for development and optimization. However, the model presents some difficulties, caused mainly by the limitations of re-enactment practices. The development of a good historical recreation implies having equipment and materials. Usually, re-enactors build and assemble their teams over months or years. With

university students, this option was not possible, since they were people with no previous experience and, mostly, their relationship with the re-enactment was punctual. To overcome the problem of the academic environment, equipment and clothing for the students were purchased while the activities lasted.

Concerning the historical periods to be recreated, it should be considered that the UB's Faculty of Education, one participant in the experience, is dedicated to teacher training. Therefore, a period had to be conceived that was versatile and that could be easily developed in primary and secondary classrooms (Feliu-Torruella, Hernández-Cardona, 2020).

Proposing re-enactment activities about the Middle Ages seemed the most appropriate. However, the acquisition and conservation of material to consider the medieval period was complex and expensive. In 2011-2012, the the DIDPATRI research group did not carry out activities from this medieval period. The group had a greater incidence in the conflict's archaeology of the 18th century and the 20th century, and most historical, archaeological and didactic research focused on these periods. But getting artifacts and clothing from the 18th century, to equip a class group, also implied excessive costs. Getting civilian and military clothing, as well as equipment and objects from the 1930s, the period of the Spanish Civil War, was relatively easy. With the contributions of various research projects, it was possible to acquire garments and objects to equip, with sufficient quality, some forty people (a university class group). This material remained in the university's custody and was distributed in a timely manner, depending on the recreation activities to develop. When the actions were finished, the material was returned to be deposited on the university premises. The students and recreators involved used well the equipment and contributed to its maintenance.

The work on the Civil War implied an interesting diversification of types of historical sources (documentation, press, photographs, documentaries) and offered possibilities of incorporating oral history, as well as recovering family histories and memories. It should be noted that the treatment of the Spanish Civil War, its heritage and its memory, continues to be a complex issue in Spanish society. The option decided by the driving researchers and professors was to focus the recreations on the republican environment, both in military aspects and in everyday life. The possibility of recreating fascist military or civilian environments was not considered, since this could imply deviations from an apology for fascism and implied a contradiction in terms of civic education. It must be borne in mind that in the countries of the European Union, the recreation of fascist units or environments is very limited or outright prohibited.

The experience was also raised with a clear formative intention: for university students to acquire experience to propose historical re-enactment as a didactic resource in formal and non-formal teaching-learning spaces. In this sense, the experience gained (planning activities, relationship with the program, documentation, acquisition and preparation of equipment...) could easily be extrapolated to secondary education. The experience with

university students paved the way for a generalization of historical re-enactment as a teaching method in secondary and primary schools.

The extrapolation of the experience presents methodological doubts. We understand that re-enactment activities must be differentiated and, mainly, dramatization, which has an important school tradition (Schneider, 2014). Gender issues must also be approached prudently. Everyone may recreate the role they consider. In a re-enactment activity with only didactic or recreational purposes, there should be no problems in this sense, since any option is justified based on historical empathy. However, when what is intended is to carry out a faithful recreation of the past, in a public and explanatory performance, or the production of a documentary, the re-enactors must be as close as possible, in terms of gender, appearance and age, to the characters that they want to evoke or represent.

Re-enactment enables empathic perceptions, but the participants must be asked, clearly and openly, that recreation is only a substitute that allows us to approximate experiences or perceptions from another time. Unlike the original characters, in a re-enactment activity the participants are not in danger, they do not suffer from hunger or thirst, there is no mistreatment, they are not exposed to the spread of diseases; they do not have hygiene problems, nor do they have to put up with parasites... However, being placed in a situation allows them to understand, imagine or sense more easily the risks and feelings of people who lived in other historical coordinates (McCalman, Pickering, 2010).

Service learning is perfectly compatible with re-enactment activities. Service learning is perfectly related to the precepts of public history and public archaeology (Cauvin, 2016; Merriman, 2004; Moshenska, 2017).

The relationship and interaction between researchers and society are perfectly extrapolated with the service interaction between the educational centre and the community (Demantowsky, 2018). Heritage becomes an excellent common denominator between research, teaching-learning, citizen training, and economic development (Flon, 2012). Service learning, as an educational and didactic strategy, promotes the development of critical thinking, proposes problem-solving, and favours reflection on decision-making, collaboration, and communication. Builds positive relationships between researchers, teachers and students with members of the community and civil society. The activities proposed in this logic allow connecting real experiences and problems with academic subjects, favouring greater empathy and respect towards the people of today and yesterday. Service learning allows energy and creativity to be applied according to the needs of the community. From a perspective of civic education in the heritage environment, service learning promotes the values of solidarity, commitment, civility and tolerance.

Conclusion

Various pedagogical experiences point to the validity of service learning as an educational method, to gain values and reinforce knowledge. The development of service-learning activities in the university environment is perfectly possible and positive. Service learning facilitates the acquisition of all kinds of content (conceptual and procedural) and reinforces the axiological dimension in terms of training in values and citizenship. The research proposed in the contexts of Public History and Public Archaeology, and ultimately, action research, converges and feeds back harmoniously with service-learning in the key of citizenship.

Heritage is the object of knowledge, but it is also a symbol of identity, an exponent and indicator of citizenship, and a source of wealth. Recreation actions indistinctly facilitate the acquisition of empirical knowledge and reinforce the axiological dimension. As a whole, the different explicit lines of action are reinforced when interacting, presenting an interesting universe that adds heritage, teaching, civility and research. The strategies presented are functional and imply a first approximation to a model that, without a doubt, will have an important development and great possibilities of reapplication in the future of higher education and also in secondary and primary education.

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The work was conceptualized by RS-R, PJG, IB-C, FXH-C; Research was performed by RS-R, PJG, IB-C, FXH-C; RS-R, PJ, IB-C, FXH-C wrote the paper.

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The authors declare no conflict of interest.

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