

Active methodologies in Sociology classes in Secondary School: a systematic literature review¹

*Maristela Santos Lopes*²

*Natana Alvina Botezini*³

*Daniela Garcez Wives*⁴

*Alice Munz Fernandes*⁵

ABSTRACT

Active methodologies are emerging instruments for improving the teaching-learning process, including for adolescents. Thus, the research aimed to analyze the active methodologies commonly used in Sociology classes in Secondary School. To this end, a systematic review of the literature available on the CAPES Portal and in the specialized journals *Revista Café com Sociologia*, *Cadernos da CABECS*, *Anais SBS*, and *Anais ENASEB* was carried out. The analyzed portfolio consisted of 35 manuscripts, the results of which indicated that experience reports showed an increase from 2017 onwards, with the South and Southeast regions being responsible for the majority of publications. It was also observed that there is no relation between the performance of “*pibidianos*” and graduating interns and the implementation of these practices. It was also found that adopting active methodologies is independent of the mentioned topics and that audiovisual resources tend to act as triggers for discussions, with didactic games and self-writing recurring methodologies.

KEYWORDS: Active Teaching Methodologies. Meaningful Learning. Sociology. Secondary School

¹ English version by Guillermo Contreras Olivera. E-mail: isabelle.angelo@hotmail.com

² Undergraduate degree in Social Sciences. Federal University of Rio Grande do Sul – UFRGS, Porto Alegre, RS, Brazil. Orcid: <https://orcid.org/0009-0007-7925-4116>. E-mail: maristelasantoslopes@gmail.com.

³ Master’s degree in Social Anthropology. Federal University of Rio Grande do Sul – UFRGS, Porto Alegre, RS, Brazil. Orcid: <https://orcid.org/0009-0001-9885-0171>. E-mail: natanabotezini@gmail.com.

⁴ Doctorate in Rural Development. Federal University of Rio Grande do Sul – UFRGS, Porto Alegre, RS, Brazil. Orcid: <https://orcid.org/0000-0001-9372-2747>. E-mail: garcezd@gmail.com.

⁵ Doctorate in Agribusiness. Federal University of Pampa – Unipampa, Dom Pedrito, RS, Brazil. Orcid: <https://orcid.org/0000-0003-3023-605X>. E-mail: alicemunz@gmail.com.

Metodologias ativas em aulas de Sociologia no Ensino Médio: uma revisão sistemática de literature

RESUMO

Metodologias ativas são instrumentos emergentes para a melhoria do processo de ensino-aprendizagem, inclusive para o público adolescente. Assim, a pesquisa realizada objetivou analisar as metodologias ativas comumente empregadas nas aulas de Sociologia ministradas junto ao Ensino Médio. Para tanto, realizou-se uma revisão sistemática da literatura disponível no Portal CAPES e nos periódicos especializados Revista Café com Sociologia, Cadernos da CABECS, Anais SBS e Anais ENESEB. O portfólio analisado foi composto por 35 manuscritos, cujos resultados indicaram que relatos de experiência apresentaram incremento a partir de 2017, sendo que o Sul e o Sudeste foram responsáveis pela maioria das publicações. Também observou-se que não há relação entre a atuação de “pibidianos” e estagiários concluintes e a implementação dessas práticas. Constatou-se ainda que a adoção de metodologias ativas independe das temáticas abordadas e que recursos audiovisuais tendem a atuarem como gatilhos para discussões, sendo jogos didáticos e escritas de si metodologias recorrentes.

PALAVRAS-CHAVE: Metodologias Ativas de Ensino. Aprendizagem Significativa. Sociologia. Ensino Médio

Metodologías activas en las clases de Sociología para el nivel secundario: una revisión sistemática de la literatura

RESUMEN

Las metodologías activas son instrumentos emergentes para mejorar el proceso de enseñanza-aprendizaje, incluso para los adolescentes. Así, la investigación realizada tuvo como objetivo analizar las metodologías activas comúnmente utilizadas en las clases de Sociología impartidas en la escuela secundaria. Para ello, se realizó una revisión sistemática de la literatura disponible en el Portal CAPES y en las revistas especializadas *Revista Café com Sociologia*, *Cadernos da CABECS*, *Anais SBS* y *Anais ENESEB*. El portafolio analizado estuvo compuesto por 35 manuscritos, cuyos resultados indicaron que los relatos de experiencia mostraron un aumento a partir de 2017, siendo el Sur y Sudeste responsables por la

mayoría de las publicaciones. También se observó que no existe relación entre el desempeño de los “*pibidianos*” y pasantes egresados y la implementación de estas prácticas. También se encontró que la adopción de metodologías activas es independiente de los temas tratados y que los recursos audiovisuales tienden a actuar como detonadores de discusiones, siendo los juegos didácticos y la autoescritura metodologías recurrentes.

PALABRAS CLAVE: Metodologías de Enseñanza Activa. Aprendizaje Significativo. Sociología. Escuela Secundaria

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Introduction

The Brazilian National Common Curricular Base (BNCC) that deals with Applied Human and Social Sciences establishes that during Secondary School, students must develop skills related to dialogue with different social groups in a respectful way based on the mastery of concepts specific to the area, being therefore capable of questioning the prejudices they carry with them. It also provides that developing dialogue with others must be a priority, requiring the mobilization of technologies to master such capabilities effectively. Therefore, the role of students in this process must be active, cooperative, and purposeful (BNCC, 2018).

This institutional apparatus also states that the teaching-learning process must occur based on problematizations, seeking the development of specific skills and abilities for each category in the aforementioned area of knowledge. Therefore, analyzing, characterizing, comparing, contextualizing, debating, elaborating, identifying, and problematizing are actions related to different skills so that through diverse teaching methodologies, the student becomes the protagonist of their learning process (BNCC, 2018).

The National Curriculum Guidelines for Secondary Education (OCEM) highlight that the transposition of content by Sociology teachers to young

people represents a challenge for teaching the subject (Brasil, 2006). It is recognized that, throughout their training, teachers must develop skills to apply different class methodologies, so it is common to find professionals who believe that having technical knowledge is sufficient to practice teaching (Birth; Mesquita; Viana, 2021).

In this context, when trying to understand the lack of interest of Secondary School students in scholar learning, Mesquita (2021) found that the relational dimension is too pertinent. In other words, the author emphasizes that a passive attitude on the part of students in the classroom does not produce satisfactory results for learning development.

Furthermore, active teaching methodologies, in addition to being suitable for developing the skills and abilities listed by BNCC, can be developed in groups through tools connected to the students' reality and considering their interests. It is given its characteristics that allow students to break apathy in the classroom, making the teaching-learning process more dynamic (Pischetola; Miranda, 2019).

Given this context, we conducted research that aimed to analyze the active methodologies commonly used in Sociology classes taught in Secondary School. However, even though there is no hegemonic definition for active methodologies (Manfredi, 1993), the notion of active methodology was adopted in the investigation carried out as the teaching and learning practice that the student has as the protagonist in the development of knowledge, which considers and demystifies common sense knowledge and attributes the role of advisor to the teacher in this process (Berbel, 2011). Thus, it enables a reflective pedagogical conception that allows students to intervene in reality, valuing the collective construction of knowledge (Cotta *et al.*, 2012; Nascimento; Feitosa, 2020).

The justification for this study is supported by two basic arguments. The first concerns precarious teacher training for applying active teaching methodologies in undergraduate courses (Darub; Silva, 2020; Mesquita, 2021). In turn, the second reason concerns the lack of investigations into the

application of active methodologies in Sociology classes in Secondary School (Oliveira, 2020; Rogério *et al.*, 2020; Röwer; Cunha, 2020). Disseminating results of experiences involving active teaching methodologies contributes to understanding the benefits that can provide opportunities for developing students' autonomy in the construction of knowledge (Berbel, 2011).

In this sense, the study is based on the issue concerning the mapping and diagnosis of active teaching methodologies used in Sociology classes in Secondary School. Furthermore, the myriad of historical changes regarding the inclusion or not of Sociology in the school curriculum raises questions about how the subject can be explored and learned (Bodart; Feijó, 2020), contributing to the problematization of research.

Teaching Sociology in Secondary School

Thinking about the teaching of Sociology requires reviewing its trajectory as a subject in Secondary School, available teaching materials, and the definition of mandatory content in school curricula. It also requires reflecting on the objectives of the curricular component and considering the most appropriate way to arouse students' interest. Each of these themes is important and relevant for the characterization of Sociology at school, as they define the model of the subject currently implemented in Brazilian school curricula.

Lahire (2014) emphasizes that since it is related to contemporary social themes and because it is interpreted by its own objects of study, Sociology requires constant explanations and justifications. It should be noted that Sociology appears as a science endowed with multiple objects of exploration that range from reflections on the formation of citizenship (Sousa; Dias; Costa, 2022) to sociological theories (Pires, 2020).

However, this phenomenon goes against the intermittency of the subject in the Secondary School curriculum over the years, as well as its reduced class hours compared to other curricular components. The author

also points out that teaching Sociology is essential “for the training of citizens in democratic societies” (Lahire, 2014, p. 50, translated by the authors). It does not mean that this is the only formative role of Sociology, although it is also important that young people are prepared to question and reject fantasy and common sense discourses spread by modern communicators – such as digital influencers, for example.

However, when dealing with the specificities of the objectives of school Sociology, Bodart (2021) problematizes the epistemological principles of “strange” and “denaturalize,” defined in the area’s OCEM (Brasil, 2006). This is a restricted understanding for the author, as the historicity of social phenomena and the dialectical and relational understanding between individuals and society are more specific epistemological principles of this subject.

Regarding the objective of the Sociology subject in Secondary School, Pereira (2007) affirms that it consists of helping students understand widely used sociological concepts and the social relations in which they participate. Thus, the central concepts covered in the aforementioned curricular component are notions of power, cultural construction, stratification, inequalities, marginality, social movements, public policies, anthropology, etc. (Brasil, 2006). In other words, all sociological elements disseminated in the student's life are considered in view of knowledge evolving, becoming consistent, and being used to modify social realities.

For Ianni (2011), the main obstacle faced by the Sociology teacher is raising awareness of the prior knowledge that the student already has so that the process of building new knowledge can begin. Based on their pre-notions, the student's knowledge must be contextualized and re-signified to be denaturalized later. Therefore, the author emphasizes that common sense must be questioned from the student's own perspective, while the teacher has the task of awakening critical sense without imposing particular impressions and opinions.

Furthermore, it is clear that the key issue is to analyze data and

information “that students bring to the classroom and add new information and interpretations to develop a new, original, scientific and living understanding of those facts” (Ianni, 2011, p. 330, translated by the authors). It is given by the construction of knowledge that must occur from the students' daily lives (Handfas; Teixeira, 2007).

Therefore, the specificity of Sociology taught in school would be to provide conditions for students to carry out a social analysis that considers the historical context and the relationships that occur in social structures. However, some challenges and obstacles make teaching this subject difficult, such as reduced class hours, poor integration with other subjects, students' lack of interest, and even the lack of adequate teaching material (Mocelin; Raizer, 2014).

Another limiting factor concerns the lack of specific teacher training for teaching Sociology (Caregnato *et al.*, 2017). Based on data from the technical summary of the Basic Education School Census published by the National Institute of Educational Studies and Research Anísio Teixeira (INEP), it was found that in 2022, Sociology was the subject with the lowest rate of teachers with specific training, with only 39.3% of classes attended by teachers with adequate training (Brasil, 2022a).

Active teaching methodologies

Active teaching methodologies are used to develop learning, preparing students for socialization based on real or non-real experiences. To this end, interaction is used as a mechanism for solving problems (Berbel, 2011). In this way, active methodologies meet Freire's assumptions, as they defend the direction of learning through concreteness and student awareness (Freire, 1967).

Active teaching methodologies are aligned with the idea of achievement on the student's part, superimposing knowledge development as opposed to the notion that the teacher would be responsible for its

transmission – as occurs in traditional teaching methodology. Therefore, active methodologies are based on student learning through practice and production, replacing actions inherent to banking education (Araújo, 2015). Diesel, Baldez, and Martins (2017) also define the active teaching methodology as one in which learning occurs through the movement of students collaboratively, considering their experiences and previous knowledge.

However, active teaching methodologies are not a new subject in discussions about possible learning paths. This is because, since the 1930s, the idea that learning should be practical and consider the student's context with a view to transdisciplinary teaching and meaningful learning has already been defended (Daros, 2018). In this sense, Moreira (2011, p. 13, translated by the authors) defines that “meaningful learning is the one in which symbolically expressed ideas interact in a substantive and non-arbitrary way with what the learner already knows.”

Nevertheless, Morán (2015) argues that the best way for learning to occur is through practice. To this end, it must be developed individually and in groups, requiring teaching methods aligned with the intended results. Therefore, it is essential to adopt strategies that encourage student participation in the construction of knowledge autonomously (Bridi; Araújo; Motim, 2009).

However, the teacher is seen as the individual who facilitates the student's development of their autonomy through the work they carry out in the classroom. It also concerns the professional responsible for perpetuating a hierarchical teaching process, considering their methodological choices (Berbel, 2011). However, it is important to note that developing autonomy in the student to acquire knowledge does not mean eliminating expository classes since the teacher is the one who can systematize and lead the knowledge-production process (Bridi; Araújo; Motim, 2009).

Active methodologies have “the potential to awaken curiosity, as students insert themselves into theorization and bring new elements, not

yet considered in classes or from the teacher's own perspective" (Berbel, 2011, p. 28, translated by the authors). Under this approach, Digital Information and Communication Technologies (DICTs) emerge as instruments that promote bringing young students closer to school content (Eras; Feijó, 2019).

For Daros (2018), the school has the role of initiating students into developing critical and scientific thinking linked to DICTs. This phenomenon associated with active methodologies can culminate in a change in traditional teaching methods (Eras; Feijó, 2019). However, for effective use of information and communication technologies in the school environment, a transformation in the teaching attitude is necessary to review the usual pedagogical practice with a view to improving it (Alves, 2020).

Another pertinent aspect concerns that the simple use of DICTs in the classroom does not mean that the methodology developed is active – it may only be reinforcing the traditional teaching method through modern means, which does not impact the way knowledge is built by students (Camargo, 2018).

Methodological procedures

In order to fulfill the research objectives, a systematic literature review was used as a methodological procedure. According to Sampaio and Mancini (2007), this type of investigation briefly presents the results obtained in a bibliographic survey regarding a previously defined issue intended to be understood comprehensively based on the compilation of results from a certain set of studies.

The application of a systematic literature review requires the definition of the procedures used, enabling their reproduction and replication. The search, election, elimination, and analysis criteria for selected manuscripts must be duly specified, as well as the limitations

imposed by the investigative procedures (Faria, 2019).

Carrying out a consistent systematic review also requires the delimitation of the research question, which can precisely define the phenomenon investigated and provide opportunities for intervention and comparison of results. It is also necessary to determine the databases in which the searches are carried out and the delimitation of the investigation, selection, and synthesis strategy of the results obtained (Galvão; Ricarte, 2020).

Thus, the research carried out was guided by the following question: What active teaching methodologies are used in Secondary School sociology classes? Hence, the intervention corresponds to active teaching methodologies, while the result concerns the types of methodologies. The databases chosen for the search are the journal portal of the Coordination for the Improvement of Higher Education Personnel (CAPES) and the following specialized journals in the area: *Revista Café com Sociologia*, *Cadernos da Associação Brasileira de Ensino de Ciências Sociais* (CABECS), *Anais de Congressos da Sociedade Brasileira de Sociologia* (SBS), and *Anais dos Encontros Nacionais de Ensino de Sociologia na Educação Básica* (ENESEB).

However, it is noteworthy that the selection of these journals is due to their scope and importance in addressing topics aligned with the teaching of Sociology in the context of the research in question. In other words, it is a set of journals that predominate in the area and, therefore, can be considered specialized, as postulated by Bradford's Law, which deals with the analysis of scientific documents (Machado Júnior *et al.*, 2016).

On the CAPES journal portal, the search took place using the following terms and Boolean operators: (i) “teaching” AND “sociology” AND “active methodology,” which resulted in eight manuscripts; (ii) “teaching” AND “sociology” AND “report” AND “experience,” which returned 56 results, and; (iii) “report” AND “experience,” AND “sociology” AND “high school,” which represented 26 manuscripts. In the journal *Revista Café com*

Sociologia, the search was carried out only in the “Teaching Experience Report” section. In the CABECS, the search was limited to the “Experience Report” section. The search in the *Anais de SBS* and *Anais de ENESEB* included articles linked to research groups focused on teaching Sociology in basic education.

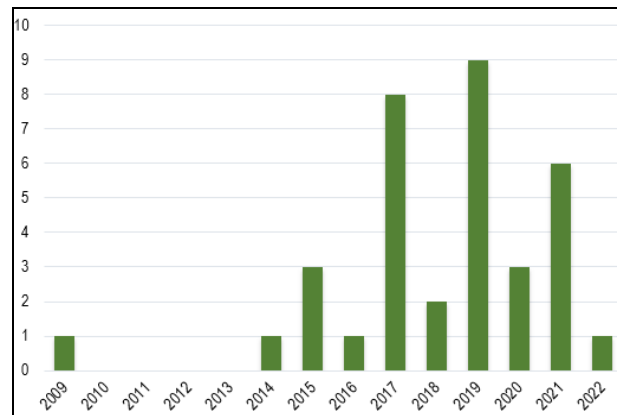
The selection criteria for the manuscripts that made up the analyzed portfolio were guided by checking the adherence of their title to the research proposal and reading their summary and introduction to verify the study's relevance to the scope of the investigation. The selection strategy adopted only considered publications from 2009 onwards due to Law No. 11,684 of June 2008, which made teaching Sociology mandatory in all Secondary School years. The temporal circumscription also considered manuscripts published until November 2022 as a deadline.

Thus, the portfolio analyzed was composed of 35 documents, whose systematization occurred through electronic spreadsheets where the following information was listed: title and author; federative unit to which the school where the practice took place belongs; journal and year of publication; active teaching methodology and content to which it was combined; web address where the full manuscript can be accessed, and; synthesis of research objectives and results. It was also observed whether the reported methodological practice is linked to the Institutional Teaching Initiation Scholarship Program (PIBID) or a mandatory curricular internship in undergraduate courses in Social Sciences.

Presentation and discussion of results

Although the mandatory offering of Sociology subject for Secondary School occurred in 2009, the number of publications per year about methodological practices involving the aforementioned curricular component and active methodologies intensified from 2017 onwards. Figure 1 illustrates the temporal distribution of publications.

FIGURE 1: Temporal distribution of publications.



Source: research results.

The maximization of publications from 2017 onwards may demonstrate a relationship with the Secondary School reform established by Law No. 13,415 and enacted in the same year. Among the changes, it is noteworthy that the aforementioned legal instrument reduced the Sociology subject class hours at this teaching stage. However, although Secondary School reform values the apparent autonomy of students, both in choosing their own training itinerary and in terms of their participation in the subjects, effectively, what happens is that Sociology – which already had reduced class hours – now has even lower class hours (Lima; Oliveira, 2021).

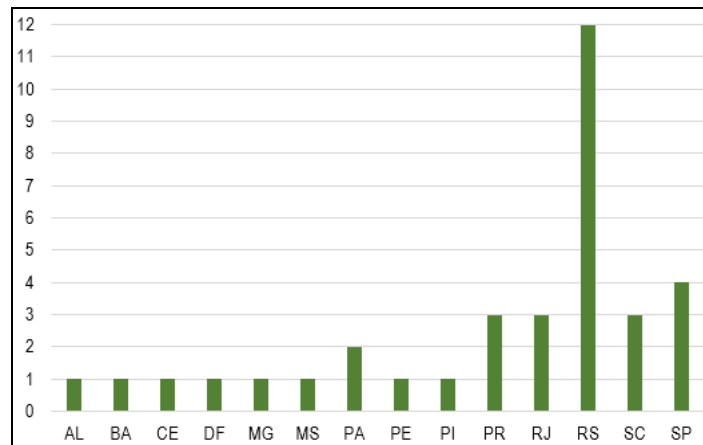
This adversity may have awakened in teachers the need to reinvent their methodological practices and disseminate them to achieve encouraging results in building sociological knowledge. In line with this, there is § 5 of Art. 11 of Resolution No. 3 of November 21, 2018, which updates the curricular guidelines for Secondary School and provides that studies and practices must be presented in an interdisciplinary way from teaching methodologies that escape traditional disciplinary teaching, established in the school environment (Brasil, 2022b). This direction aligns with teaching proposals based on active methodologies and, therefore, justifies the growing interest in disseminating such teaching practices.

Another finding that corroborates this statement is that the methodological practices verified in this research were developed within the

scope of interdisciplinary extension projects, which can be interpreted as a way of overcoming the few class hours of the subject in the Secondary School curriculum.

It was also found that the federative unit leading the ranking of publications about experiences involving active methodologies in Sociology classes for Secondary School was the State of Rio Grande do Sul, contributing twelve manuscripts. Furthermore, it was observed that the South Region accounts for more than half (51.43%) of publications on the subject, denoting that the region publishes the most on the subject in the country. In other words, it contains the largest number of researchers interested in the topic at a national level. Figure 2 demonstrates the State's absolute frequency of publications considering the analyzed portfolio.

FIGURE 2: Frequency of publications by federative unit.



Source: research results.

In line with this, the 2021 Basic Education School Census (Brasil, 2022a) shows that the municipalities in the South and Southeast Regions have, for the most part, a teaching adequacy index above 60%, considering all curricular components of Secondary School. However, despite this, the discipline of Sociology still corresponds to the one with the lowest index. In addition, the Mapping of Teaching Adequacy in Brazil (Brasil, 2022b) shows that the adequacy rate for Secondary Education in State schools for both

regions since 2013 has been the most constant and adequate.

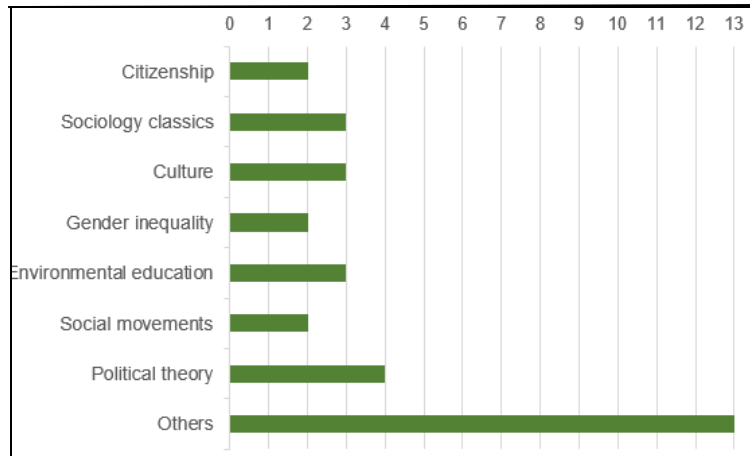
Such findings reinforce the understanding of the need for training in the area so that teaching activities occur appropriately and align with the objectives of the Sociology subject. It is given since the teacher's training in the area in which they will work must also be considered when seeking to change the paradigms of normative guidelines for Secondary Education (Caregnato; Pereira; Raizer, 2021).

Furthermore, we considered the publications of studies on active teaching methodologies in Sociology in Secondary School and methodological practices linked to PIBID and mandatory internships in undergraduate courses in Social Sciences. In this sense, the results indicate that of the 35 manuscripts analyzed, only seven present this association, four of which concern PIBID, and three involve mandatory internships. The other publications come from Postgraduate Programs, especially Master's and independent teacher practices.

However, even though the performance of “*pibidianos*” and students completing undergraduate courses in Social Sciences is less significant than imagined, it is worth valuing their contribution to developing pedagogical practices in the school environment. As a justification, it should be noted that, sometimes, they are the only connecting link between the University and the school. This is an important point to highlight since the discussion about active teaching methodologies in Sociology classes has been gaining ground in the academy.

Furthermore, we investigated the themes concerning Social Sciences addressed in the experiences of methodological practices. Figure 3 shows the absolute distribution of themes, showing the predominance of studies that discussed the application of active teaching methodologies and political theory content, representing 11.42% of the observed experience reports.

FIGURE 3: Social Sciences themes addressed through active teaching methodologies.



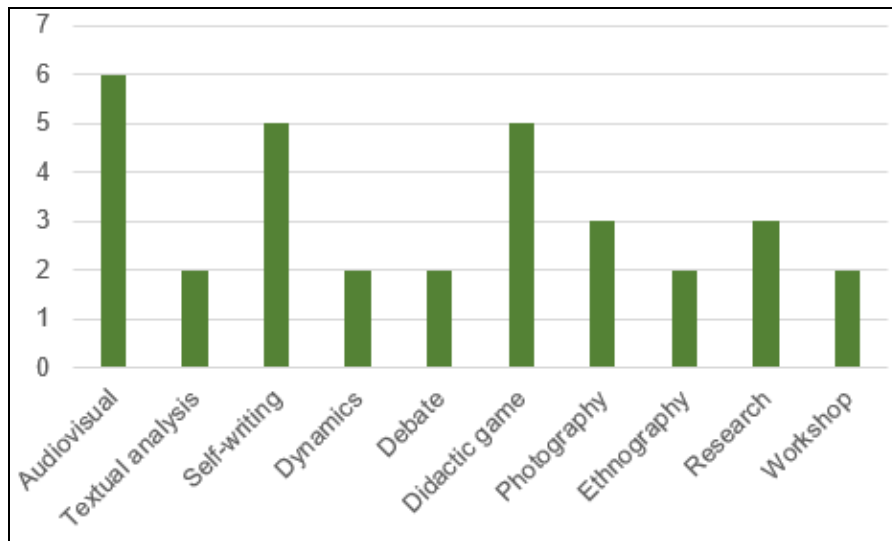
Source: research results.

The “Others” category contains diverse themes, elucidating the multiple possibilities for using the aforementioned pedagogical practices in this area of knowledge. In other words, no field of Social Sciences is most suitable for using these methodologies, indicating possibilities for their use in the most diverse themes. Therefore, the teacher has the freedom to move through the curricular component and verify knowledge construction mechanisms since “all active methodologies alternatives place the student in front of problems and/or challenges that mobilize their intellectual potential while studying to understand and/or overcome them” (Paiva *et al.*, 2016, p.151, translated by the authors).

In order to determine the active teaching methodologies commonly used in the experience reports investigated, analytical categories were created to group similar methodological resources. It should be noted that in the category entitled “audiovisual,” the following resources were listed: cinema, video, audiovisual production, film club, film debate, and documentary. The “textual analysis” category included analyses of texts from different media. Finally, to compose the “self-writing” category, experience reports, self-writing, life stories, and autobiographical narratives were considered. The other categories have a self-explanatory nomenclature. Figure 4 shows the number of publications that covered each category of

active teaching methodology in the investigated portfolio.

FIGURE 4: Recurring methodological resources in the analyzed portfolio.



Source: research results.

The incidence of photography and research is observed as methodological resources used in the Sociology subject for Secondary School. Such findings represent reports of classroom experience, interdisciplinary projects, and extension projects developed at the school. Therefore, interdisciplinarity tends to characterize these actions, given the reduced class hours of the aforementioned curricular component.

As for the practices that used audiovisual resources, they were used to introduce a theme for subsequent debate by students. The studies analyzed showed that during Sociology classes, teachers opted for short films, although when used in extension projects, they opted for longer films. In turn, the use of didactic games in teaching Sociology has also demonstrated success, motivating students to participate in the proposed activities and being seen as favorable for understanding the subject studied.

In the sources analyzed, self-writing as a practice involving active teaching methodologies sought to denaturalize students' place as social subjects, giving new meaning to themselves and others, common sense knowledge, and the prejudices imbued in them. This is a pedagogical

resource with greater subjectivity, and it tends to generate greater resistance to student participation since it requires a certain type of personal exposure.

On the other hand, it is characterized as the activity that has the greatest capacity to modify the understanding that students have about the world, their social role, their prejudices, duties, and rights. By involving personality, this type of practice, when accepted by the student, makes the proposed reflection full of meaning, as it deals with personal issues that mix with the debates and arguments proposed by the teacher and colleagues.

Thus, there is unanimity regarding the understanding that using active teaching methodologies maximizes students' motivation, involvement, and commitment in carrying out the proposed tasks. Therefore, the justification for its implementation is supported by the need to expand its use, given that addressing everyday issues with the use of active teaching methodologies “facilitates the fixation of the subject, as it gains meaning and strength, which promotes the development of critical thinking” (Paiva *et al.*, 2016, p. 151, translated by the authors).

Conclusions

The theme of the research carried out was the use of active methodologies in the teaching of Sociology in Secondary School, whose main contribution corresponds to the originality and relevance of collecting experience reports with a view to systematizing information about pedagogical practices.

From 2017 onwards, there was a maximization in the number of publications on pedagogical practices involving active teaching methodologies, which coincides with the period in which the Secondary School reform was instituted. Among the changes made is the reduction of the Sociology class hours in the school curriculum, requiring teachers to develop strategies capable of increasing the degree of involvement and an

active stance in the learning process on the part of students.

The results also demonstrated that there is no topic in the area of Social Sciences in which the use of active methodologies for its approach in Secondary School is predominant. In other words, multiple subjects are studied using such practices, and it is up to the teacher to consider their adherence.

Furthermore, the literature appears unanimous regarding the fact that using active teaching methodologies transforms student participation, making them more self-sufficient. Therefore, it contributes to disseminating students' understanding that the construction of knowledge does not depend exclusively on the teacher but on their own level of involvement and willingness. Thus, there is greater potential for critical and civic education since students become protagonists in their teaching-learning process.

The adoption of a limited number of databases is recognized as a research limitation since the experience reports analyzed were published in specialized journals. For future investigations, it is suggested that an empirical study be applied to identify the challenges faced by Sociology teachers in adopting active teaching methodologies and the perception of studies regarding such practices.

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