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The methodological triad of the "We Propose! Project" as a possibility in geography education[i]

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The methodological triad of the "We Propose! Project" as a possibility in geography education

Abstract
The "Nós Propomos! Citizenship and Innovation in Geographical Education" Project (PNP!) was conceived in the academic years of 2011 and 2012 at the Institute of Geography and Spatial Planning (IGOT) of the University of Lisbon (UL), with the aim of improving geographical education. It seeks to promote the articulation and commitment of schools—and the Geography discipline in particular—with the resolution of local socio-environmental issues. To this end, the PNP! introduces discussions in schools that foster citizenship and the construction and appreciation of territorial citizenship. The project is characterized by simple concepts, methods, and methodologies, such as case studies, problem-based learning, and socio-environmental themes. Therefore, understanding the guidelines of the PNP! is crucial for its integration and development in Geography classes in Basic Education. This research aims to characterize three core principles of the "Nós Propomos!" Project: the case study, problem-based learning, and socio-environmental themes. Additionally, it seeks to highlight the relevance and proposals for constructing geographical knowledge based on the project's principles. The objectives of this research are supported by a bibliographical review and the systematization of the theoretical framework. This research shows that the project develops positive pathways for geographical education by proposing innovative and diverse methods aimed at fostering the students' territorial citizenship.

Keywords: geographical education; case study; territorial citizenship.

A tríade metodológica do "Projeto Nós Propomos!" como possibilidade na educação geográfica

Resumo
O Projeto Nós Propomos! Cidadania e inovação na educação geográfica (PNP!) foi idealizado nos anos de 2011 e 2012 no Instituto de Geografia e Ordenamento do Território (IGOT) da Universidade de Lisboa (UL), em Lisboa, com o intuito de agregar melhorias à educação geográfica. Visava ainda promover a articulação e o compromisso da escola – e da disciplina de Geografia em particular– com a resolução de problemas socioambientais de cada local. Para isso, o PNP! insere na escola discussões para a promoção da cidadania e para a construção e valorização da cidadania territorial. O projeto supracitado possui alguns conceitos, métodos e metodologias simples que lhes são característicos, a saber: o estudo de caso, a aprendizagem baseada na resolução de problemas e as temáticas socioambientais. Isso posto, é necessário conhecer os encaminhamentos do PNP! para que ele seja inserido e desenvolvido nas aulas de Geografia da Educação Básica. Sendo assim, objetiva-se, nesta pesquisa, caracterizar três dos princípios centrais do Projeto Nós Propomos! e, de maneira específica, conceituar o estudo de caso, a aprendizagem baseada na resolução de problemas e os eixos socioambientais. Ademais, pretende-se destacar a relevância e as proposições de construção do conhecimento geográfico a partir das proposições do projeto. Tais objetivos estão amparados na pesquisa bibliográfica e, consequentemente, na sistematização do referencial teórico. A partir desta pesquisa, notou-se que o projeto apresenta e desenvolve encaminhamentos positivos acerca da educação geográfica, isso pelo fato de propor caminhos inovadores e diversificados que possuem como objetivo a formação cidadã do aluno.

Palavras-chave: educação geográfica; estudo de caso; cidadania territorial.

1 Introduction

Initiated between 2011 and 2012 at the Institute of Geography and Spatial Planning (IGOT) of the University of Lisbon (UL), in Lisbon, Portugal, the "We Propose! Citizenship and Innovation in Geographical Education" Project (PNP!) aims to bring improvements to geographical education. Initially, in its place of origin and, subsequently, in other countries around the globe. This project aims to promote the involvement and commitment of the school — and the discipline of Geography in particular — in solving socio-environmental problems in each location. In this sense, the objective is to introduce discussions about the territory into the school environment in order to promote citizenship and the construction and appreciation of territorial citizenship.

The major innovation that PNP! brings is the conducting of a case study based on practical reality and aimed at active local citizenship, that is, the introduction of knowledge in the field of Geography. With this, the student will learn more about their place and their city, and will develop a critical and participatory attitude for addressing the territorial problems of their community.

Regarding territorial citizenship within the scope of the PNP!, Claudino (2019, p. 382) defines it as "responsible participation in decision-making about spatially-based community problems," whose objective is "to address the content of geography, building concepts to conduct geographical analysis with a focus on education for citizenship" (Callai; Moraes, 2017, p. 86).

Claudino (2022, p. 19) reiterates the discussion on territorial citizenship by stating that it is "[...] the active and informed commitment to solving the socio-environmental problems of the communities in which we are integrated, at different scales". Following this logic, it is intriguing to consider the issue of multiscalarity mentioned by the author, as students construct knowledge from their daily lives, but through this process they are able to identify such problems in different contexts and at other geographical scales.

From this perspective, it is clear that the conceptual theoretical framework has several horizons for research and study. In summary, the PNP! project has a characteristic triad, namely, the methods, the methodologies, and the thematic focus; therefore, it includes case studies, problem-based learning, and socio-environmental themes

addressed by Geography. Thus, this research aims to characterize three of the central principles of the We Propose! Project and, specifically, to conceptualize the case study, problem-based learning, and socio-environmental issues in general and from the perspective of the PNP!. The purpose of this work is also to highlight the relevance and propositions for constructing geographical knowledge based on the project's proposals. This objective is supported by bibliographic research and, consequently, by the systematization of the theoretical framework.

2 Case study outlines from the perspective of the We Purpose! Project

Since its creation, the We Propose! Project has centered around one of its main pillars, the case study – a moment in the methodological process where students conduct investigations inside or outside the school environment, where they also connect with their neighborhood, city, or other spaces, and in which, throughout the process, they learn various geographical concepts in practice.

Through investigation via case study, students identify socio-environmental problems on a large or small scale. This perception process is developed through a methodological sequencing that considers a series of factors such as, for example, the environment in which the student is situated and the financial and structural conditions of the school. During the methodological construction, moments of utmost importance are considered, such as the theoretical study of the identified problem, the empirical study, and the collection and analysis of data which, interconnected, will provide support for reflection and the proposal of solutions that mitigate the identified issues.

It is noted that, through the development of the PNP! methodology and the completion of the case study, it is possible to perceive a fertile path for bringing universities closer to basic education schools. With the perspective of providing students with a comprehensive education, bringing them closer to the world of science, that is, making them realize that they are building knowledge for the world, in addition to building and strengthening their citizenship.

In this regard, important concepts for understanding the case study will be presented, along with its importance and its use as a research approach. Also, the

methodological process used in its development will also be examined, as well as its use as one of the main pillars for the implementation of the We Propose! Project.

The case study as a research strategy is discussed by several authors, including Rodríguez et al. (1999), Yin (1993 and 2005), and Stake (1999), among others. For them, a case can be something well-defined or concrete, but it can also be something less defined or defined on a more abstract level, such as decisions, programs, implementation processes, or organizational changes. It is noted that the case study method has several biases of understanding, which will be briefly addressed in order to perceive the differences in the approaches of these authors and the characteristics in the conceptualizations of each one. After all, investigation through case studies has built a strong track record as a teaching strategy and is gaining increasing notoriety in the field of education.

According to Yin (2005, p. 32), a case study "is an empirical investigation that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clearly defined". In the words of Stake (2007, p. 11), "it is the study of the particularity and complexity of a single case, managing to understand its activity within the scope of important circumstances."

Linked to what constitutes a case study is the concept of a case. In view of this, it is important to distinguish and characterize the latter, since, in the world of research, cases have different representations depending on the perspective of the various sciences. In this way, Yin (2002, p. 13) defines a case as a specific "contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clear and the researcher has little control over the phenomenon and the context".

Case studies, in essence, inherit characteristics from qualitative research and are governed by the logic that guides the successive stages of data collection, analysis, and interpretation in qualitative methods. They are holistic in nature because they inherit this characteristic from qualitative research. From this perspective, case studies aim for a greater focus on the whole in order to understand the phenomenon in its entirety, and not just some particularity or difference from other cases. (Stake, 1999). However, according to Yin (1993 and 2005), there are case studies that can be holistic, but there are

also others that are not, depending on the design of the case study project.

According to Yin (2005), the need to conduct case studies arises from the need to study complex social phenomena. Thus, for the author, case studies should be used when dealing with contextual conditions, trusting that these conditions may be relevant to the investigation. Indeed, the importance that Yin (2005) attributes to context is evident in his definition of a case study:

> A case study is an empirical investigation that examines a contemporary phenomenon within its real-life context, especially when the boundariesbetween the phenomenon and the context are not clearly defined (Yin, 2005, p. 32, translated by the authors).

Another theme related to case studies is their ability to allow generalizations to be made. In Stake's (1999) opinion, the purpose of case studies is to make the case understandable through particularization. However, there are circumstances in which the study of one case can allow for generalizations to another case.

Stake (1999) distinguishes between "small generalizations" and "large generalizations". The former refer to internal inferences that the researcher can make about a particular case. The latter may be relevant for other cases not studied or for modifying existing generalizations. Furthermore, Stake (1995) mentions four defining characteristics of qualitative research that are valid for case studies using this approach, namely: "holistic," "empirical," "interpretive," and "emphatic":

> Holistic because researchers must consider the interrelationship between the phenomenon and its contexts, which resembles the inseparable connection alluded to by Yin when defining the case. Empirical because the researchers base the study on their field observations. Interpretive because the researchers consider their intuition and understand research to be, basically, a researcher-subject interaction, which is compatible with constructivist epistemology. Finally, emphatic because the researchers reflect the vicarious experiences of the subjects from an emic perspective (Yazan, 2015, p. 158, translated by the authors)

It is important to note the different approaches and their peculiarities in order to understand that they all provide a path and steps to be developed, since, depending on the case and objective, one may be more feasible than another, for example. Certainly, in the We Propose! Project, the dialogue between Stake's (1995) first three propositions is evident, as they begin with a conversation between geographical science and other disciplines, then move on to empirical research, and finally, the analysis of the acquired information is carried out.

Based on this process of understanding the case study, it is necessary to understand some starting points, beginning with generalization. According to Yin (1993, p. 4), "A good use of theory helps to delimit the effective design of a case study; theory is also essential for the generalization of subsequent results", therefore, the existence of a prior theory is quite important for generalization to be possible.

Subsequently, the term extrapolation, proposed by Patton (1990), replaces the term generalization. In the same author's view, extrapolation has a more agile and appropriate meaning in terms of the possibilities of transferring knowledge from one case to another subsequent case. The conclusions of a study may be extrapolated or transferred to other cases by taking into account the similarities of the particular and contextual conditions of each situation.

Based on these propositions, it is possible to cross-reference them with the proposal for reflection on how the student can, based on the case study, learn about, understand, identify, and propose solutions for a space that is part of their daily lives. At the same time, the student develops a specific skill in scaling up that goes beyond their immediate environment.

It is then believed that this process of scalar variation of generalizations may be one of the characteristics pointed out, theoretically highlighting, to demonstrate that with We Propose! the student can build skills that can be assimilated at different geographical scales. Given this, the case study has a characteristic methodological sequence, as it uses some data collection instruments that are useful during the practice, namely: diary, interview, questionnaire, documentary sources, and others that may be considered essential to the researcher.

A diary, for example, is a good instrument for recording the processes and procedures of an investigation. Given the vulnerability of human memory, the diary, as suggested by Vázquez and Angulo (2003), is the place where the data, feelings, and experiences of the research remain "alive". In Rodríguez et al. (1999), the diary is a reflective and analytical instrument through which the researcher records not only field notes, but also their reflections on what they see and hear.

It should be emphasized that there are several ways to conduct data collection, and, whether qualitative or quantitative, there will always be one or another data collection instrument that will be more useful, depending on what the researcher intends to study, as well as their research proposal.

Given the introductory characteristics of the case study, Popil (2011) sees it as a strategy that promotes critical thinking, facilitating and fostering active learning. For the author, case studies provide student-centered education and offer greater motivation for participants to engage more actively in their own learning, going beyond more passive experiences in which they would only memorize information, without developing any kind of critical thinking. After all, knowledge acquisition seems to be more effective when students are active participants in the learning process, rather than merely passive recipients of information (Grant, 1997).

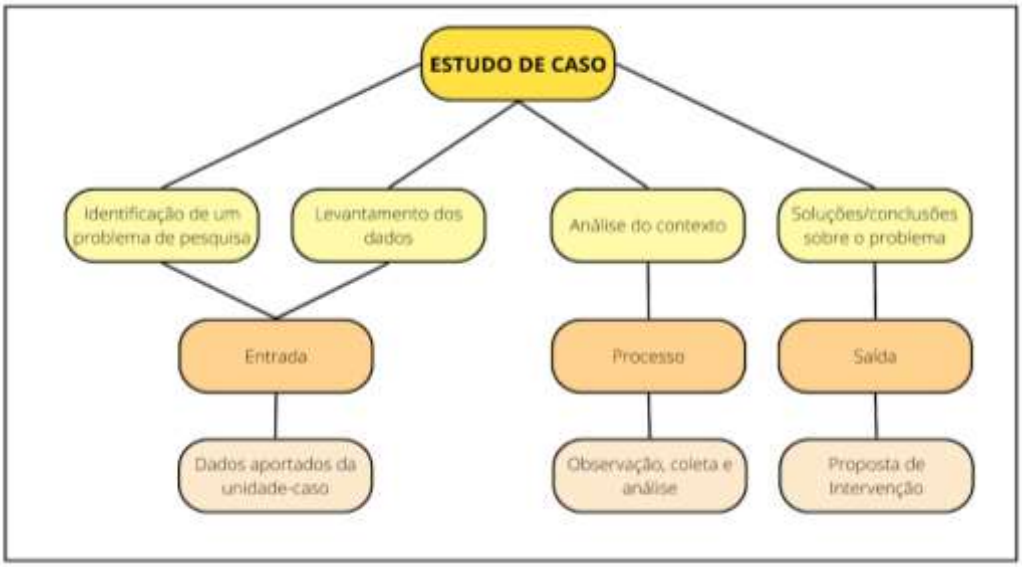
From this perspective, it is clear that case studies are an interesting approach to research, especially in geography, as they examine geographical space and its transformations. Within this framework, the PNP! focuses on conducting case studies to propose improvements to the daily lives of the students involved. Taking the Brazilian case as an example, Bazzoli and Cançado (2019) infer that, since its implementation in Brazil, the We Propose! Project is a relevant instrument for articulating popular participation, and through its methodology, students have strengthened community ties, learning about the social, cultural, and economic realities of their region.

It is worth noting that this process of engagement and participation in the community is related to a series of factors, but it is believed that the most important is the project idea that the students propose to develop, the problems they have studied, identified, and proposed solutions for. All of this is related to the sequencing that Yin points out regarding the project in its essence, "the logical sequence that links the

empirical data to the initial research questions of a study and, ultimately, to its conclusions" (Yin, 2002, p. 20).

It is noted that the student's engagement with the selected case fosters a connection with the living environment and builds a bond of affection. Scheme 01 proposes a step-by-step organization for conducting a case study within the Project:

Scheme 01 - Proposal and characterization of the phasing of the We Propose Project!



Source: Prepared by the authors (2022).

There are three main stages in the proposal: the "input" (the moment when preliminary surveys on the case and its identification are carried out), the "process" (in which the context is analyzed, that is, the empirical, with the recognition of a location, field trip, technical visit, among others) and, finally, the "output" (which are the conclusions and proposed solutions to the problem/case).

From the perspective of the Project, it is evident that there is an alignment with the proposed framework, beginning with a study of the location, followed by the development, which involves empirical research in the school, neighborhood, or city, and the conclusion, that is a proposal for intervention/solution to the identified socio-environmental problem. Dada essa aproximação, é importante que o estudo de caso seja compreendido. To this end, there is the need for a study on how it is developed, and, above all, how it develops from the PNP!. In this way, the proposed scheme clearly and

objectively shows how the Geography teacher can develop the case study — although the teacher can certainly be flexible in its development — in this understanding, the representation would serve as a basis for development.

Therefore, in methodological terms, the PNP! prioritizes geographical analysis through the development of case studies, favoring a teaching-learning process both inside and outside the classroom (Souto; Claudino, 2019). In this way, the project constitutes a concrete example of building citizenship through case studies and intervention in the geographical space, and through the development of different skills based on it.

3 Socio-environmental themes as a reference in geographical and civic education

Pierre George—a geographer who made important analyses of the environment in the 1970s—stated that the topic of "environment" could be the subject of several sciences, each with its respective approaches. However, he specified that the essence of Geography lay in the discussion between society and the environment.

Also in the same decade, Yi-Fu Tuan, after publishing the book Topophilia, sparked an interest in how people perceive their surroundings, their environment. For geographical science, this was a new opening for a fertile field of scientific research. This perspective coincides with finding ways to explain the relationship between society and nature in a quantifiable way (Oliveira, 2001).

In this sense, a worldview begins to be formed from the moment we learn to orient ourselves in the space in which we are situated. More precisely, we are referring to the geographical space which, according to Santos (1993, p. 1), "is an inseparable system of objects and a system of actions". It is fundamental that all of society learns from an early age to have a formed or developing worldview, in order to be able to position themselves in any given situation.

In this respect, Geography has the potential to focus on developing in society the capacity to understand socio-environmental dynamics, taking its own reality as a starting

point, with a view to acting critically within it and aiming for its transformation. It is from this perspective that the environmental issue "constitutes both a possibility for the advancement of geographical analysis in the present, and also presents limitations and challenges to this science" (Mendonça, 2009, p. 124).

In this way, Geography would be the science of the human environment, capable of producing an eminently political discourse about the environment, without disregarding the other factors mentioned, according to George (1973, 1989). Additionally, another factor that contributed to the prominence of social and environmental issues was the process of globalization, which, amid its revolutions, also brought about developments that needed to be addressed by society. García Pérez (2011b, p. 114, translated by the authors) reiterates that:

> Furthermore, given the characteristics of global problems in the era of globalization, the use of various scales of analysis is essential in addressing these problems, which are incomprehensible except at a planetary scale, but which require concrete action at local levels; in short, an interaction between the global and the local. Thus, analysis at different scales is another of the fundamental contributions of geographical education.

According to the author, it is necessary to understand global issues at different levels of analysis, that is, to establish connections between what occurs locally, as a living space, and what occurs globally. Thus, Geography plays an important role in this process, since it studies geographical space and the relationships contained therein.

Therefore, addressing issues relevant to contemporary environmental problems has become a requirement in various sciences, particularly in geography. Especially since the 1990s, this topic has received significant attention in school education throughout much of Brazil, integrated with the content of a wide variety of disciplines (Oliveira; Ramão, 2015).

Socio-environmental issues are therefore gaining ground among citizens' concerns, as a result of the influence of various sectors, such as the political and economic spheres, and the discourse of environmentalists and scientists who warn of the risks of sustaining life on the planet. Given this scenario, the increased prominence of

socio-environmental issues in everyday discussions is evident. However, in most cases, these concerns do not translate into effective actions aimed at the sustainable use of natural resources.

In this concept, the environment became a mandatory subject in teaching materials and began to be incorporated into the political-pedagogical projects of schools; also, it began to receive considerable attention in projects at different levels and scales. In the midst of this interest, the We Propose! Project emerges as a tool for discussing socio-environmental issues.

In the Brazilian case, according to the 1988 Federal Constitution, environmental education and discussions about it are guaranteed to all citizens, as they have the right to a balanced environment. The Constitution also establishes, in article 225, paragraph I, item VI, the duty of the State to "promote environmental education at all levels of education and public awareness for the preservation of the environment" (Brasil, 1988, translated by the authors).

> And, iIt can be noted that discussions focused on the environment, and its ramifications, including social, economic, and political issues, constitute a range of relevant topics in the process of individual development. In this way, it is necessary to think and reflect on how these topics are being taught in basic education (where the student spends most of their formative period), for example.

In this context, Geography, as a school subject, has much to contribute to the students' education and to their development as citizens. Because it offers a critical perspective for analyzing the phenomena involved in the production of geographical space, as well as preparing students to make the necessary connections in order to understand how environmental and social impacts can affect local life. Also, it allows for making connections with the issues from a global perspective.

It is interesting to point out that this process of establishing connections between different places is necessary, as the student will be equipped with specific knowledge that can be contextualized in different spaces. Even because the socio-environmental consequences around the planet impact individual lives in some way. In

this perspective, García Pérez (2011b, p. 111) points out that "This panorama of serious problems in our world demands adequate education for the inhabitants of the planet, so that citizens are minimally prepared to face these problematic situations", and this preparation undoubtedly occurs with good civic education in educational institutions.

Therefore, during the mediation of the teaching-learning process, it is necessary to work on building an environmental awareness with the students. Addressing this point, Córdula (2014) defends that it is possible to identify that environmental perception occurs through the psychocognitive interconnection, environmental stimuli, and learning that will generate the assimilation of social and cultural aspects. It goes further, considering the integration pointed out by the author, in the sense of also incorporating social issues, thus provoking what we could call a socio-environmental perception.

It is clear, therefore, that Geography has the potential for discussion and is well suited to addressing socio-environmental issues as a subject in schools. And through the mediation of knowledge, it can also contribute to the process of building citizenship, civic education, and critical thinking. In this context, García Pérez (2021a, p. 11, translated by the authors) tells us that:

> If we are looking for an alternative that allows us to teach Geography in school in order to educate students capable of addressing the social and environmental problems of our world, the option that seems most coherent – even knowing that other aspects of the school structure would also have to be transformed – is precisely to work on these problems within the school.

The author highlights that it is important to work on social and environmental problems in schools and that, to do so, it is necessary to transform some aspects of the school structure. Thus, student education will be improved, because by (re)thinking these aspects, individuals will be able to act critically in their daily lives. In another of his texts, the same author says:

> [...] The civic education that we consider desirable should, above all, be linked to committed participation, through action, in real civic problems, and not only with a view to the future but also during the time spent in

> school and in those spaces where students have the opportunity to participate (García Pérez, 2008, p. 9, translated by the authors).

In this case, it is proposed an idea of citizenship understood from an integrative perspective, which should transcend the way in which they are addressed. Therefore, ignoring the establishment of connections, lived experience, and other aspects necessary for civic education to occur in its entirety (García Pérez, 2008). So, it is necessary to establish connections between different aspects that contribute to the civic education of the student. In short, by facilitating this process, the teacher, the school, and other agents are in fact building a more consolidated citizenship.

Still within this perspective of integration, whether of curricular components or of different spaces and contexts, one proposal that has considerable visibility is problem-solving, since it promotes reflection and the resolution of students' everyday problems. In this regard, García Pérez (2011a, p. 11, translated by the authors) points out:

> Working on problem-solving has been adopted as an alternative approach in several areas of knowledge, especially in the teaching of mathematics, natural sciences, and social sciences. It has also been a hallmark of many innovative groups and organizations that develop alternative projects.

In this way, it is clear that working with socio-environmental issues is not a movement carried out only within the formal school space. Then, it is a process that can be undertaken by different agents and institutions. And the process of working with problem identification and resolution provides a more dynamic teaching and learning process due to the characteristics that the methodology proposes.

4 Possibilities of problem-based learning for geographical education

The methodological sequencing of the We Propose! Project is also characterized by the dialogue between different learning methods. From this movement, processes of rapprochement are carried out, aiming to develop the teaching-learning process of geographical content in the best possible way. In this way, combined with the case study,

we have Problem-Based Learning (PBL), and together these constitute two of the main aspects of the PNP! methodology.

The most important inspiration for Problem-Based Learning or Problem-Solving Based Learning can be found in the pedagogical works of John Dewey. Active Pedagogy, or the Pedagogy of Action, developed by John Dewey, proposes that learning should have problems or situations as a starting point, which provoke doubts or intellectual discomfort. Consequently, problems arise from lived experiences that are problematized and stimulate cognition to mobilize investigative practices and creative problem-solving (Cambi, 1999).

Problem-Based Learning is a method that in recent years has gained space in several higher education institutions, both in undergraduate and postgraduate courses, and in basic education across various disciplines (Souza; Dourado, 2015). Therefore, PBL is a pedagogical approach that consists of student-centered teaching based on problem-solving, in which the student is placed as the protagonist of their learning process. Although the teacher assumes the role of tutor, it is the student who will use various mechanisms to solve the problems they propose and investigate. In PBL, learning occurs through the presentation of real or simulated problems to a group of students.

There are many theoretical frameworks regarding PBLthat present us with different definitions on this topic. Each of these propositions makes important contributions to understanding their meaning, allowing us to better develop the process of methodological application in the most diverse areas of knowledge and levels of education.

Regarding the definition of Problem-Based Learning, Leite and Esteves (2005) see it as a path that leads the student to learning. Throughout this process, the student seeks to solve problems inherent to their area of knowledge, focusing on learning and aiming to play an active role in the research process, in the analysis and synthesis of the investigated knowledge. As part of the We Propose!, investigate and propose solutions to improve a socio-environmental problem researched.

In this way, students, in order to solve the problems, draw upon their prior knowledge, discuss, study, acquire, and incorporate new knowledge into their cognitive

mechanisms. This integration, combined with practical application, facilitates knowledge retention, which can be more easily revisited when the student is faced with new problems.

Thus, PBL is characterized by fostering meaningful learning and articulating prior knowledge among the students in the group, considering the inseparability between theory and practice, as well as valuing student autonomy, group work, the development of critical thinking and communication skills, and lifelong learning (Borges et al., 2014).

According to Mamede (2001), the PBL method is configured as an educational strategy and a curricular philosophy in which self-directed students actively and collaboratively construct knowledge and learn in a contextualized way, appropriating knowledge with personal meaning. That is, the knowledge constructed through this methodology is built considering multiscalarity, as the student learns from more local problems, but the same learning can be expanded.

Thus, in this method, the student needs to develop the ability to discover and use information, build their own problem-solving skills, and learn the content covered. Students need a set of essential knowledge to use effectively in solving problems inside and outside of school, in expanding or improving their knowledge, and in developing strategies to deal with future problems (Delisle, 1997).

Barrows (1986) postulates that Problem-Based Learning represents a method based on the use of problems as a starting point for the acquisition and integration of new knowledge. Therefore, the problem lies in the mechanism of motivating learning and providing an incentive for learning and for the development of problem-solving skills.

In essence, PBL promotes a learning approach in which the student is placed at the center and the teachers act as facilitators in the process of knowledge construction. Therefore, the PBL method values, in addition to the content to be learned, the way in which learning occurs by reinforcing the active role of the student in this process, allowing them to learn how to learn (Borges et al., 2014)

Therefore, Problem-Based Learning encourages students to develop skills to produce and organize their own learning, as well as actively seek information, integrate knowledge, and identify and explore new areas. With this, the student acquires tools to

develop different skills, both for the learning process and for life in society. Also, by encouraging an active attitude from the student in the pursuit of knowledge and not merely an informative one—as is the case with traditional pedagogical practice—PBL is characterized as a formative methodology.

5 Final considerations

It is evident that, in order to adhere to the methodological triad of the We Propose! Project, it is necessary to have theoretical and conceptual mastery of case studies, problem-based learning, and the learning of geographical content. In this way, based on socio-environmental themes, the objectives of both the PNP! and the class itself can be developed and achieve significant results in terms of building territorial citizenship and, consequently, geographical thinking.

From this perspective, it was evident that the three central methodological items of the project have a promising path for inclusion and development in Geography classes in basic education, since they are carried out and developed in an articulated and not individualized manner. This intertwining movement favors the systematization of the teaching and learning process in Geography by presenting a possible path for the development of active geographic education.

Therefore, the We Propose! Project and its approaches present themselves as a promising possibility for the realization of geographical education. Its theoretical and conceptual articulation and systematization provide diverse and innovative pathways for mediating the themes and content of Geography in schools.

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