

**OPINION****How to reference this paper:**

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**Editor:** Prof. Dr. Rosiane de Fátima Ponce

## **EDITORIAL SUMMARY**

The article investigates how historical representations in the media influence students' historical memory, highlighting its social and educational relevance. Drawing on literature from the philosophy of time, sociology, media studies, and historical memory theory, the study demonstrates that the media shapes critical perceptions of the past and that educational experiences integrating media and history can foster historical thinking, civic awareness, and ethical reflection.

Areas for improvement include clarity of exposition, conciseness of the discussion and conclusion, and synthesis of lengthy quotations. Despite these limitations, the study is relevant and offers meaningful contributions to historical education and the formation of critical citizens.

## **ARTICLE ANALYSIS**

### **INTRODUCTION**

This study examines how media representations of history affect students' historical memory in the educational context. The introduction presents a broad and well-structured theoretical framework, addressing key concepts such as time, space, historical memory, and media.

- The text demonstrates clarity in establishing the study's scope;
- The conceptual density, at times, compromises reading fluency and may hinder comprehension for non-specialist readers;
- The research problem and methodological justification could be more directly defined.

### **CRITICAL ANALYSIS**

The article holds theoretical and empirical merit, offering relevant contributions to the study of media-mediated historical memory. However, its clarity and applicability could be strengthened through textual synthesis, reduction of redundancies, and inclusion of visual elements and practical recommendations. The study is consistent and innovative, yet its communication could be optimized to increase its academic and societal impact.

## **STRENGTH OF THE ARGUMENT**

The article presents a solid theoretical foundation, drawing on the philosophy of time, sociology, media studies, and historical memory theory. This demonstrates strong command of the literature and critical articulation skills, although the complexity of concepts and the use of long sentences may hinder accessibility for readers outside the field.

## **LIMITATIONS AND OPPORTUNITIES**

While the article offers a current and well-structured proposal, several aspects could be improved:

- The relationship between research methods and objectives could be articulated more concisely;
- The volume of extended quotations may impede readability; synthesizing some would help emphasize the key insights;
- The “discussion” section is dense and lengthy, which may compromise reading flow;
- The conclusion is extensive and could be more concise, highlighting only the core findings.

## **DIALOGUE WITH OTHER AUTHORS**

Mukhina (2020) highlights the relevance of the subject as it reflects the relationship between social structures, the biosphere, and the cosmos. Frolov (2007) emphasizes the role of spatiotemporal representations and the “internal time of social life” in shaping human experience. Žižek (2014) argues that in the digital era, a “second nature” compensates for the loss of direct and immediate experiences, shaping collective memory and public discourse. Nikolaychuk et al. (2020) stress that the media space functions as a specific form of social space, integrating law, politics, and international relations, while serving as a platform for negotiating truth and constructing collective identity.

## **CURRENT RELEVANCE**

The topic is highly relevant in today’s society as it explores how the media influences the construction of historical memory and, consequently, citizens’ critical perception of the past. The study also underscores the importance of educational experiences that integrate media and history, fostering historical thinking, civic consciousness, and ethical reflection on

historical information and knowledge—essential elements for building a more critical and informed society.

## **FINAL ASSESSMENT**

The article analyzes how media representations of history influence students' historical memory, addressing key concepts such as time, space, historical memory, and media. The introduction is clear and well-structured; however, the conceptual density and extensive use of quotations may hinder comprehension for non-specialist readers, and the research problem could be presented more directly. The article engages with relevant authors, highlighting the importance of media space in shaping collective memory and social identity. The topic is highly pertinent, as it investigates the media's role in shaping critical perceptions of the past and underscores the need for educational experiences integrating media and history to foster historical thinking, civic awareness, and ethical reflection. Despite limitations regarding clarity and synthesis, the study makes significant contributions to the field and has the potential for academic and social impact.

## **MANDATORY CORRECTIONS**

Please highlight all revisions in yellow in the manuscript text.

- The relationship between research methods and objectives could be articulated more concisely;
- The volume of extended quotations may impede readability; synthesizing some would help emphasize the key insights;
- The “discussion” section is dense and lengthy, which may compromise reading flow;
- The conclusion is extensive and could be more concise, highlighting only the core findings.

**Processing and editing: Editora Ibero-Americana de Educação**

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