Clío
Revista de Historia, Ciencias Humanas y Pensamiento Crítico
ISSN 2660-9037
Adscrita a:
Fundación Ediciones Clío
Academia de Historia del estado Zulia
Centro Zuliano de Investigaciones Genealógicas

Sección: **Artículo científico** | **2026**, julio-diciembre, año 6, núm. 12, 755-788

Inquiry-based learning and digital tools in teaching gender-sensitive history: innovative approaches to fostering historical thinking in the digital age

DOI: https://doi.org/10.5281/zenodo.19019424

Olena, Hryn[1]
Correo: olenagreen5@ukr.net
Orcid: https://orcid.org/0000-0001-8307-8070

Natallia, Tsypliak[2]
Correo: nata.tsyplyak@gmail.com
Orcid: https://orcid.org/0000-0002-7874-1277

Larysa, Yuda[3]
Correo: lorachernigiv@ukr.net
Orcid: https://orcid.org/0000-0003-2979-9883

Olha, Kovalenko[4]
Correo: olgakovv5@gmail.com
Orcid: https://orcid.org/0000-0002-0456-3834

Liubov, Shara[5]
Correo: Ljuba_che@ukr.net
Orcid: https://orcid.org/0000-0002-4921-4718

T. H. Shevchenko National University "Chernihiv Colehium". Chernihiv, Ukraine

Abstract

The aim of the article is to analyse the combination of Inquiry-Based Learning methods and digital tools in the field of the gender-sensitive approach use in teaching history. The methodological basis of the study is founded on an experimental design involving 130 participants. The results highlighted the benefits of of history teaching combination, digital storytelling research as well as online platforms involvment. A significant statistical increase in the participants'

[1] Ph. D. in History (Candidate of Historical Sciences), Associate Professor.
[2] Ph. D. in History (Candidate of Historical Sciences), Associate Professor.
[3] Ph. D. in Pedagogical Sciences (Candidate of Pedagogical Sciences), Associate Professor.
[4] Ph. D. in History (Candidate of Historical Sciences), Associate Professor.
[5] Ph. D. in History (Candidate of Historical Sciences), Associate Professor.

BY: se debe dar crédito al creador.
NC: Solo se permiten usos no comerciales de la obra.
SA: Las adaptaciones deben compartirse bajo los mismos términos.

https://ojs.revistaclio.es/index.php/edicionesclio/
Recibido: 2026-01-04 **Aceptado**: 2026-03-05

ability to further critically evaluate historical sources, while identifying gender biases, was demonstrated. The obtained results showed an increased awareness of the women role in history and a willingness to apply gender-sensitive approaches for further pedagogical practice. The conclusions emphasize that the potential of Inquiry-Based Learning and digital technologies is important for the further development of historical thinking and the formation of new digital educational strategies.

Keywords: Inquiry-based learning, digital tools, gender-sensitive history.

Aprendizaje basado en la investigación y herramientas digitales para la enseñanza de la historia con perspectiva de género: enfoques innovadores para fomentar el pensamiento histórico en la era digital

Resumen

El objetivo del artículo es analizar la combinación de métodos de aprendizaje basado en la indagación (ABI) con un enfoque de género en la enseñanza de la historia. La base metodológica del estudio es un experimento con 130 participantes. Los resultados destacan la combinación de la enseñanza de la historia, la investigación en narrativa digital y el trabajo con plataformas en línea. Se demostró un aumento significativo en la capacidad de los participantes para evaluar críticamente las fuentes históricas e identificar sesgos de género. Los datos obtenidos mostraron una mayor conciencia del papel de la mujer en la historia y una mayor disposición a aplicar enfoques de género en la práctica pedagógica. Las conclusiones enfatizan la importancia del potencial del ABI y las tecnologías digitales para el desarrollo del pensamiento histórico y la formulación de nuevas estrategias educativas digitales.

Palabras clave: Aprendizaje basado en la investigación, herramientas digitales, historia sensible al género.

Introduction

The combination of digital technologies and teaching methods based on the use of Inquiry-Based Learning (further IBL) is quite common for modern

education. Additionally, new approaches are as well actively used in the field of teaching history. Education digital transformation has significantly expanded the opportunities for the further development of students critical thinking. It also increases the potential of teaching history from the point of view of modern scientific concepts. In this context, the formation of updated perspectives for studying the past, which emphasised the reflection of different social groups practices. Thus, a gender-sensitive approach in history study has become a relevant opportunity for a tangible rethinking of existing traditions in writing historical texts, over-all in working with historical materials. The innovations have undoubtedly as well stimulated students to critically reflect on popular historiographic models (Anischuk, 2023; Parshyn, 2024).

Modern investigations demonstrate that digital learning environments can pose a significant challenge to learning, peculiarly due to the reproduction of traditional gender stereotypes (Anupama, 2024; Ciecior et al., 2022). This primarily depends on the structure and pedagogical implementation. Therefore, the integration of the gender-sensitive approach into the context of historical research learning with the use of digital environments is a methodological innovation that is simultaneously an important step towards educating reflective, socially responsible citizens (Hinostroza et al., 2024; Dew et al., 2024). This approach aligns with broader educational goals that emphasise the importance of inclusivity, diversity, and the development of relevant 21st-century educational competencies (López-García, 2023; Rodés Paragarino & Gewerc, 2022).

Contemporary historiography highlights that history teaching is steel facing unsolved didactic and narrative problems, especially relative to the depiction of social groups and the coherence of historical narrative construction. Certainly, in

historiography, there is a debate between traditional political and event history. The debates focus on the activities of elites, and the approaches of the "new social history", microhistory, and everyday history, which emphasise the polyphony of the past and the experience of marginalised groups. At the same time, women's history and gender history are still fragmentarily integrated into history courses. In school and university practice, they have often been reduced to illustrative examples or separate thematic inserts (Mereniuk & Parshyn, 2025). However, these topics do not affect the very structure of the historical narrative. This has created a didactic problem, where students learn history as a linear, hierarchical narrative in which women's experiences and gender relations are not described as fully-fledged analytical categories.

In this context, the main discussion concerns the shaping of historical narrative in teaching. It is this tension between the "canonical" narrative and the research approach that defines contemporary didactic debates about teaching history.

The gender-sensitive approach in combination with teaching makes it possible to directly include students in these historiographical discussions. The implementation of primary sources, documents or digital archives of women's history allows for a rethinking of historical writing traditional models as well as demonstrates the constructedness of historical narratives (Hurska & Parshyn, 2023). Therefore, the problem addressed by this study is concerned with the choice of operative pedagogical tools and the didactic clarification of contemporary historiographical changes: how can the attainments of gender history and the history of everyday life be cohesive with the educational process in an evocative and methodologically comprehensive way?

Hence, the aim of the proposed research is to study the possibilities of combining the Inquiry-Based Learning methodology and digital tools in teaching gender-sensitive history. Specifically, the article examines innovative practices aimed at fostering historical thinking and a critical approach to historical sources. The issue related to the application of digital technologies as direct catalysts for rethinking the content and methods of history teaching in the era of digitalisation is also considered.

1. Literature review and theoretical framework

The research approach (also known in scientific literature as Inquiry-Based Learning) focussed on teaching history is considered an effective means of developing historical thinking in students. This approach encourages the formulation of research questions, the work with individual primary sources, critical interpretation of historiographical texts, and the search for additional arguments in order to support one's judgments (Ball et al., 2018). The current scientific publications confirme that IBL is an effective way to increase student engagement, their ability to independently search for information and process historical sources, as well as to interpret them, especially when this process is combined with teachers' facilitation and appropriate methodological support (Petousi et al., 2022).

Given the opinion of many scholars, the use of digital platforms and other online tools (online archives, digital storytelling, interactive maps, genealogical tables, working with chronology exercises, collaborative boards like Padlet, tools for creating multimedia products) fulfills several key roles in the implementation of IBL (Miller, 2025; Mouraz & Nobre, 2024). Firstly, their use facilitates the

access to historical sources, promotes the development of research collaboration skills, provides opportunities for visualising history and multimedia interpretation of individual facts, and also allows students to create digital research products (Lee, 2023). Systematic reviews and case studies have demonstrated how the synergy of IBL + digital tools can produce the most noticeable results in terms of engagement and the quality of educational products in the learning process (Ion & Mercader, 2024; Hauzel & Pattnaik, 2024).

The research analyses of school curricula and textbooks investigations demonstrate the existence of a systemic problem – there is a significantly lower representation of women's roles and gender perspectives in traditional history courses (Afanador Llach, 2024; Yuda, 2021). Separate reports and empirical studies have highlighted the "historical invisibility" of women and specific gender topics in school curricula (Dorji, 2020; Berman & Cohen, 2025). Accordingly, the gender-sensitive history teaching will aim to expand the representation of women's roles (including women's biographies, everyday practices, and social behaviour models), further develop critical reflection in the field of gender narratives, and overcome established textual stereotypes (Ávalos & Reyes, 2020; Kurniawan et al., 2022).

Individual studies and practical cases have demonstrated how digital tools can serve as effective means for representing "invisible" stories (including women's stories) (Kravchenko et al., 2021; Tagaza & Manalansan, 2025). For instance, the use of digital storytelling methods, the study of archival projects, and gradual interactivity in visualisation significantly improve the assimilation of historical learning material (Gómez-Trigueros & Yáñez de Aldecoa, 2021; Shkola et al., 2022). Empirical studies show that when IBL tasks intentionally integrate

gender analysis into the educational process, learners demonstrate deeper reflection and a critical approach to sources (Crumpton, 2020; Kochubey et al., 2024). However, such works are mostly isolated case studies or local pilot projects that require further development. Certainly, one of the main gaps in the existing body of investigations is the lack of all-inclusive empirical analyses that concurrently evaluate the effects of inquiry-based learning (IBL), digital educational tools, and gender involvements on history teaching and learning processes. Most publications mostly aim at a separate description of the tools (digital history), or are separate studies concerning IBL, or highlight the issues of gender representation in educational materials (Rosa et al., 2020). Consequently, not many scientific research covers a truly broad range of issues along with a quantitative analysis of the obtained data. There is also the problem of scientific research longevity and representativeness. Many educational interventions are time-limited – a semester-long pilot project or a small sample size (case studies) do not allow for broader generalisations. This makes it difficult to assess the sustainability of the changes (e.g., whether gender sensitivity or historical thinking will be maintained a year or more later).

Therefore, the proposed scientific research, which combines IBL tools, a set of digital mechanisms for their implementation, and a targeted focus on history gender aspect, fully meets existing methodological scientific gaps. Its implementation will fill the gaps between the theoretical recommendations obtained in other studies with empirical data, combined with the comprehensive impact of such interventions. The obtained results (both quantitative and qualitative), presented in the proposed article, allowed to rise questions about the sustainability of the effect, the practical applicability of the assessment rubrics,

and teacher training. Further directions are also identified (a broader representative study, long-term monitoring, attention to digital inequality, etc.) that could complement and improve the obtained results in the future.

The theoretical framework of this study is based on a combination of modern historiographic approaches and didactics of history. The authors comprehend history teaching as a significant site for both the diffusion and critical rethinking of historiographical debates. Special attention is paid to the evolution of gender history and digital history as directions that have influenced the ways of interpreting the past and the formation of historical thinking in the educational process. Teaching history from a gender perspective has gone through several stages that have indicated changes in the conduct of historical science.

The first stage (1990s) was associated with the institutionalization of women's history in curricula. During this period, women's experience was usually introduced on the basis of separate thematic blocks or special courses. Didactically, this meant enhancing the traditional political and event narrative. However, at that time, gender issues did not yet function as a full-fledged category.

The second stage (2000s) was marked by the transition from women's history to gender history. The focus was on social roles, power relations, and everyday practices. In the educational space, this contributed to the expansion of the thematic field of history teaching, but the educational narrative itself often remained linear and reproductive.

The third stage (2010s) was marked by the convergence of gender history with didactic models that were oriented towards historical thinking. The concept

of gender began to be used as a tool for sources and narratives analysing (Kichuk & Shevchuk, 2020).

Later, the development of digital history became an important factor in changing the conduct of historical research. The mass digitization of archives, the emergence of online collections, digital maps, and narrative platforms changed the access to historical sources. For the educational process, this determined the transition from textbook-oriented learning to authentic materials work.

At the current stage (since the beginning of the 2020s), the integration of digital tools into research-oriented models of teaching history is noticeable. A gender-sensitive approach in this space is defined as a thematic addition and as a way of critically analysing historical sources and constructing a historical narrative. The combination of digital history with research-based learning allows students to reproduce the logic of historical knowledge, namely to formulate questions, analyse sources, and compare different interpretations.

2. Metodology

2.1. Research design

The methodological basis of the study is a combination of constructivist, sociocultural, and gender-sensitive approaches to history education. An important part of the proposed work is the theoretical position in terms of considerating learning as an active process of knowledge construction, during which students interact with the sociocultural environment and digital tools as ways of understanding science and the world. The gender-sensitive pedagogy was chiefly aimed at guaranteeing balanced picture of the involvements of various social groups, fostering critical reproduction on gender stereotypes, and endorsing better

inclusivity within the educational process. The study has a mixed-methods design, as the aim is to combine quantitative and qualitative data collection and analysis methods, which allow for a comprehensive analysis in terms of combination of Inquiry-Based Learning with the use of digital tools in teaching gender-sensitive history effectiveness.

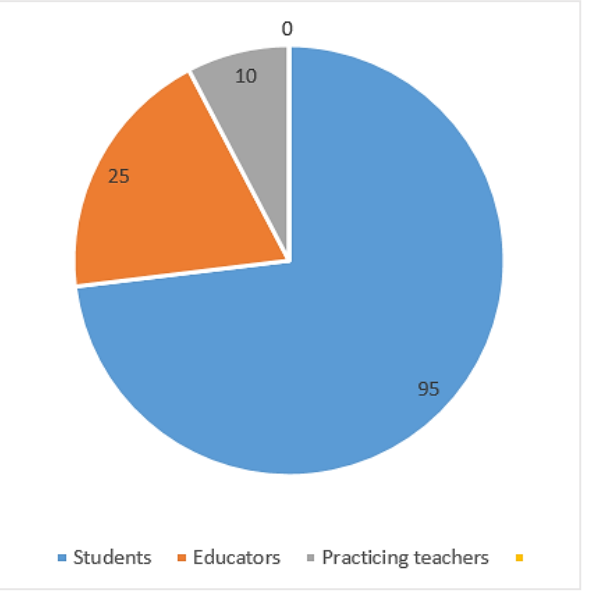
The study was carried out in several stages. The first was the content analisis of educational materials and digital resources (online platform content, the use of interactive tools, individual multimedia modules, etc.) that were applied as a result of the processes of teaching history as an academic discipline. At this stage, the scientific method of content analysis was applied. As a result, it was determined how historical roles of women and men were represented in the digital educational environment, whether they were presented in a balanced way, and whether the participation of different social groups in past events was reflected. Additionally, the emphasis was placed on pedagogical observation of IBL-model learning sessions in order to capture the dynamics of students' cognitive activity.

The next stage involved quantitative calculations. Specifically, a survey of students in pedagogical specialties and history teachers (n = 130) was included to identify their attitudes towards the use of digital tools, the level of their historical thinking skills, and their understanding of the principles of gender equality in a historical context. The results obtained in this way were processed using descriptive and correlation statistics that determined the relationships between the level of digital technology use, inquiry-based approaches, and the development of critical historical thinking.

2.2. Sample and participants

A total of 130 involved participants were students, educators and teachers in this field. The sample was formed according to the principle of purposeful sampling. This made it possible to attract respondents who would be directly involved in teaching history or pedagogical disciplines. Therefore, the sample included 95 students, 25 teachers and 10 educators (See Figure 1)

Figure 1. Participants



The distribution of participants into experimental and control groups was based on a quasi-experimental design with equalization of key characteristics (age, gender, educational level, previous experience with digital technologies). Each group consisted of 65 people.

Before the intervention, no significant differences were recorded between the groups in baseline indicators of historical thinking and gender sensitivity.

In addition, the sample included students of pedagogical specialties (future history, primary and preschool teachers) who were trained in programs related to the use of modules on digital pedagogy and history teaching methods. The category of teachers were individuals who had direct experience using digital technologies and/or Inquiry-Based Learning methods during the implementation of the educational process. Practitioner teachers were secondary school employees who integrated elements of Inquiry-Based Learning and a gender-sensitive approach when teaching history.

The gender composition of the sample was balanced: 72 women (55.4%) and 58 men (44.6%). The average age of the participants was 27.8 years (range from 19 to 52 years).

The study participants were divided into an experimental (n = 65) and a control group (n = 65). In the experimental group, the learning process took place using the Inquiry-Based Learning method, involving Google Classroom, Padlet, Canva, LearningApps, etc. tools. In the control group, traditional approaches to teaching history were used.

2.3. Intervention plan

The intervention was carried out in order to test the effectiveness of combining the Inquiry-Based Learning method and the use of individual digital tools through the prism of forming gender-sensitive historical thinking of students of pedagogical specialties. The program lasted 12 weeks and included several consecutive stages: preparatory, formative, and reflective-analytical.

The preparatory stage (2 weeks) aimed to determine the initial level of historical thinking and gender sensitivity of the participants, to familiarize them

with the main principles of research-based learning. Moreover, an initial questionnaire was conducted among students and teachers in order to determine their initial attitudes towards the use of digital technologies, the basics of understanding gender equality in a historical context. A brief briefing and short training on the IBL methodology were conducted. A peculiar attention was paid to the development of training modules that combined historical topics with a gender component.

The intervention was implemented during the formative stage (8 weeks). The lessons in the experimental group were organised with the use of Inquiry-Based Learning, which consisted of five main phases. During the questioning, students formulated their own research questions based on the analysis of historical materials. The research consisted of searching for sources (including using digital archives, interactive maps, multimedia information databases, etc.). The interpretation envolved the analysis of information, comparison of different viewpoints, manifestations' identification of gender asymmetry in historical narratives. It was also proposed to create a product – various digital presentations, interactive maps, storytelling, video essays, or infographics. The discussion and reflection section presented the results and collective discussion, with a focus on critically understanding the roles of women and men in historical events. Each class lasted 45 minutes and took place twice a week. Overall, participants in the experimental group completed four mini-projects and one final research project.

During the Reflective-Analytical Stage, which lasted 2 weeks, a final survey was conducted to assess changes in attitudes towards gender issues and self-evaluation of the formation of historical thinking.

The expected results of the intervention were as follows:

- Participants in the experimental group were expected to demonstrate a better level of historical thinking (the ability to analyse sources, identify hidden and obvious contexts, and compare different viewpoints).

- Students were supposed to have a developed gender sensitivity in terms of their perception of historical events.

- To increase the motivation for research activities using digital resources in learning.

- To improve digital literacy and the ability to create educational content with a gender-inclusive approach.

2.4. Research tools

To collect empirical data for the study, a combination of complementary tools was used, providing both quantitative and qualitative assessments of the impact of Inquiry-Based Learning (IBL) and digital tools on the development of gender-sensitive historical thinking in students.

1. Questionnaires (pre-test and post-test).

The entry questionnaire consisted of 25 questions aimed at identifying the initial level of historical thinking, the basics of digital competence, and the level of gender equality understanding in a historical context. The final questionnaire consisted of 28 questions that allowed us to assess changes in cognitive, emotional-value, and behavioural indicators after the intervention. The questionnaires consisted of closed and open-ended questions (on a Likert scale from 1 to 5). This approach allowed for the capture of high-quality feedback from participants. The reliability of the questionnaires was tested using Cronbach's

internal consistency coefficient. The overall α for the initial questionnaire was 0.82, and for the final questionnaire, 0.84, indicating good internal consistency of the instrument. The α values for individual scales ranged from 0.76 to 0.88.

2. The gender sensitivity questionnaire was used to determine the dynamics of understanding the gender component of historical knowledge based on the cognitive component (knowledge of the role of women and men in history), the emotional-value component (the attitude to equality of representation in historical narratives), and the behavioural component (the readiness to use gender-sensitive approaches in one's own pedagogical activities). The reliability of the use of such a scale was additionally checked taking into account the Cronbach's coefficient (α = 0.86). The correlation analysis was conducted to test construct validity. It indicated significant positive relationships ($r = 0.41–0.58$; $p < 0.01$). It confirmed the internal consistency of the instrument.

An analytical rubric was used in order to analyse students' digital products, which included the following criteria: historical reliability of sources, depth of interpretation, justification of conclusions, balance of gender representation, and quality of use of digital tools. The evaluation was carried out by two independent experts. Inter-rater reliability was tested using the intraclass correlation coefficient (ICC). The obtained value of ICC = 0.79 indicated a high level of consistency of expert assessments.

During the pedagogical intervention, the pedagogical observation method was used (it covered 10 lessons in total). This made it possible to record manifestations of cognitive activity, the level of students involvement, and certain types of interaction regarding the use of some digital tools. An additional source for the analysis was students' digital projects (infographics, video materials,

interactive maps, storytelling). An analytical rubric was used to evaluate these elements (criteria of historical reliability, depth of analysis, creativity, gender balance of historical content, quality of use of digital tools). After the intervention was completed, several focus groups were organized (8–10 participants have been selected for each group). The purpose was to gain a deeper understanding of the learning experience. The interview captured the participants' perception of the research approach, their evaluation of the possibilities of digital resources, and their understanding of gender-sensitive historical topics.

2.5. Research corpus: materials

The research corpus covered a set of educational, digital and student materials that were involved in the process of implementing the research-oriented history teaching with a gender-sensitive perspective. Its formation was based on historical representativeness, source verifiability and didactic relevance.

The first group of materials included digital educational resources used in the educational process: content of online platforms, interactive learning modules, digital archives, historical maps and multimedia materials. They were analysed from the point of view of presenting the participation of women and men in historical processes.

The second group of the corpus included historical topics that the study participants worked with. They were selected in such a way as to allow the application of a gender perspective and work with different types of sources. Among them were social history and the history of everyday life, the history of education, labour, family, war and post-war transformations, as well as local history.

The third group of materials consisted of historical sources that students worked with as part of their research assignments. These included digitized primary sources (ego-documents, private correspondence, diaries, memoirs), visual sources, statistical materials, and scientific historical interpretations. The reliability of the sources was ensured by using authoritative digital archives and academic resources.

A separate segment of the corpus was made up of student educational and research products created during the implementation of the IBL approach: digital presentations, interactive maps, infographics, video essays, and narrative projects.

Thus, the historical corpus under study encompassed a thematically and source-structured array of materials (Kiorsak, 2025). It included topics of social history and the history of everyday life, the history of education, labour, family, as well as gender aspects of the war and post-war transformations of the 20th century. Students worked with digitized primary sources (ego-documents, memoirs, private correspondence, visual materials), as well as with secondary historical interpretations presented in academic publications and educational digital resources.

2.6. Data analysis

Quantitative data were analysed using descriptive statistics. This made it possible to identify the key trends in the formation of historical thinking and gender sensitivity of the study participants. To compare the results of the experimental and control groups, the Student's t-test for independent samples was used. At the same time, before conducting parametric tests, statistical assumptions regarding the normality of data distribution (Shapiro-Wilk test) and homogeneity

of variances (Leven's test) were checked. The correlation analysis was also performed (Pearson or Spearman correlation coefficient - depending on the nature of the data distribution). To assess the practical significance of the obtained results, Cohen's d coefficient was calculated. All results were presented with an indication of the level of statistical significance (p), degrees of freedom (df), as well as 95% confidence intervals (95% CI). Statistical analysis of the data was performed using IBM SPSS Statistics software (version 26). In addition to testing for statistical significance (p-value), Cohen's d effect size was calculated to assess the practical significance of differences between groups.

3. Results

Grounded on the examination of deviations reflected in the questionnaire outcomes, the detected results were taken into account. A comparative analysis of the pre-test (input) and post-test (final) questionnaires exposed a statistically significant rise in the indicators of respondents in the experimental group compared to those in the control group. The greatest changes were observed in such areas as motivation in digital tools use (an increase in the average score from 3.1 to 4.4 on a five-point scale); the ability to independently examine history (from 3.0 to 4.2); the awareness of the importance of gender equality for a correct historical retrospective (from 3.3 to 4.5). Among the representatives of the control group, similar indicators remained relatively stable (changes were recorded in the range of 0.2–0.3 points), which indicated the high effectiveness of the educational intervention (See Table 1).

Table 1. Effectiveness of the educational intervention

Indicator	Group	pre-test (m ± sd)	post-test (m ± sd)	δ (change)	p-value
The motivation in digital tools use	Experimental (n = 65)	3.12 ± 0.64	4.41 ± 0.53	+1.29	< 0.01
	Control (n = 65)	3.15 ± 0.59	3.32 ± 0.57	+0.17	n.s.
The readiness for independent research of historical problems	Experimental	3.02 ± 0.68	4.18 ± 0.61	+1.16	< 0.01
	Control	3.10 ± 0.71	3.25 ± 0.66	+0.15	n.s.
The understanding the importance of gender equality in history	Experimental	3.35 ± 0.73	4.52 ± 0.50	+1.17	< 0.01
	Control	3.28 ± 0.70	3.45 ± 0.65	+0.17	n.s.

Note: n.s. – statistically non-significant difference.

A comparative analysis of the results from the initial (pre-test) and final (post-test) questionnaires revealed a significant increase in scores among respondents in the experimental group compared to the control group. Indeed, motivation in using digital tools (experimental group) increased from 3.12 ± 0.64 to 4.41 ± 0.53, while in the control group it only increased from 3.15 ± 0.59 to 3.32 ± 0.57. The readiness for independent exploration of historical problems (experimental group) increased from 3.02 ± 0.68 to 4.18 ± 0.61, while in the control group it increased from 3.10 ± 0.71 to 3.25 ± 0.66. The understanding of the importance of gender equality (in the experimental group) increased from 3.35 ± 0.73 to 4.52 ± 0.50, while in the control group it only increased from 3.28 ± 0.70 to 3.45 ± 0.65.

As a result of processing the Gender Sensitivity Questionnaire (GSHES) and analysing it based on the cognitive, emotional-value, and behavioural subscales, positive dynamics were observed in the experimental group. The cognitive subscale showed an increase in the average score from 3.2 to 4.6. The emotional-value-based – increasing from 3.4 to 4.5, while the behavioural – from 3.0 to 4.3. Statistical analysis revealed significant differences between the experimental and control groups, $p < 0.001$, $d = 1.85$, indicating a large effect size.

Table 2. Results of the Gender Sensitivity Questionnaire (GSHES)

Subscale	Group	Pre-test (M ± SD)	Post-test (M ± SD)	t	P
Cognitive	Experimental	3.23 ± 0.58	4.58 ± 0.47	9.72	< 0.001
	Control	3.21 ± 0.61	3.39 ± 0.56	1.52	n.s.
Emotionally valuable	Experimental	3.41 ± 0.63	4.54 ± 0.44	8.90	< 0.001
	Control	3.38 ± 0.60	3.50 ± 0.59	1.13	n.s.
Behavioural	Experimental	3.05 ± 0.69	4.30 ± 0.48	8.01	< 0.001
	Control	3.09 ± 0.66	3.26 ± 0.64	1.22	n.s.

These results indicated that the use of Inquiry-Based Learning together with other digital tools made it possible to gain a deeper understanding of the women and men role in history, to form one's own critical attitude towards stereotypical narratives.

Taking into account the data of pedagogical observation demonstrated that during 10 training sessions, a significant increase in the level of students involvement in the experimental group was recorded. For example, 86% of students actively participated in the search for new historical sources, the formation of digital content (compared to 48% in the control group). The frequency of interpersonal discussions and the search for group solutions also

increased (an average of 5.2 active replies per lesson in the experimental group, against 2.1 active replies in the control group). Moreover, teachers additionally noted an increase in the ability of students to critically analyse, to more effectively process materials and to independently formulate conclusions (See Table 3).

Table 3. Indicators of interpersonal discussion

Indicator	Experimental group	Control group
Active participation in finding sources and creating digital content, %	86%	48%
Average number of active replies in classes	5,2	2,1

The analysis of digital products created by higher education students demonstrated that out of 65 digital projects (according to the analytical rubric), the average scores in the experimental group were 4.5 out of 5, while in the control group, they were 3.2 out of a possible 5. The highest scores were obtained for the criteria of historical accuracy (4.6), creativity (4.7), gender balance of content (4.5), and digital literacy (4.4). Such results demonstrated the successful combination of research approaches with digital tools. As measurements showed, the analytical and creative skills of the students significantly improved.

Results from the qualitative analysis of the interviews proved that respondents advanced a deeper understanding of the status of increasing understandings of gender relations in history. The participants determined that they had previously paid much less attention to individual moments related to the "female" aspects of history. The use of new technologies significantly improved their interest in learning during their studies and contributed to qualitative transformations. For example, as the students emphasised, the IBL format,

together with digital tools, had a good influence on the expansion of individuality, inventiveness, and led to a development in a critical attitude towards historical sources. Certain transformations also occurred in their attitude towards digital technologies. For example, after the intervention, most respondents indicated an awareness of the new role of digital resources. Consequently, students noticed to use these tools as fundamental for historical research.

Therefore, the combination of IBL and teaching gender-sensitive history made it possible to transform the educational process in cognitive and emotional-value dimensions. The obtained data indicated the existence of a systemic impact, which consisted in combining a research approach to the formation of historical thinking and taking into account the peculiarities of gender competence in teaching history.

4. Discussion

The offered results form an empirical base for debating the transformative potential of combining Inquiry-Based Learning with digital and gender-sensitive approaches in history education. The results of the study demonstrated that IBL in combination with digital tools became an effective strategy in building gender sensitivity. Regarding the integration with history teaching, it has led to a serious improvement in levels of historical thinking. As a result of the investigation, the experimental group students showed a noticeable increase in their motivation levels, engagement in cognitive processes, ability for independent research, gradual critical analysis of historical sources and other materials. These results are consistent with the work by Ana et al. (2023) and Yaroshenko and Semigina (2023). It was demonstrated in the study that the research approach contributed to

a broader understanding of the historical context and the formation of well-reasoned judgments based on historical sources.

A noticeable increase in the level of gender sensitivity among students in the experimental group also aligns with contemporary trends described in the studies by Espinoza-Freire (2024), Erdogan (2021) and Semigina (2022), which highlighted that the critically oriented teaching of historical disciplines, combined with reflections on the roles of women and men in the past, significantly contributed to the further development of empathy and to the understanding of historical narratives complexities.

In the proposed study, the use of certain digital tools – primarily Padlet, Canva, StoryMap, and other interactive resources – allowed students not only to successfully reconstruct the course of historical events but also to visualise individual "invisible" aspects of the past, which were primarily related to gender roles. This is consistent with the findings of other scholars who described the importance of digital tools for the reconstruction of social history (Behnam et al., 2022; Apaolaza-Llorente et al., 2023), indicating that digital media can be a means of reconstructing knowledge about the past (Kichuk & Shevchuk, 2020).

The anticipated t-test confirmed the existence of significant differences between the experimental and control groups ($p < 0.001$) during the implementation of the pedagogical intervention. Such results were also established as a result of empirical measurements by other scholars (Kravchuk et al., 2023). It was actually confirmed that digital platforms and IBL stimulated students' cognitive activity. In addition, a raise of history reflective understanding level, socio-cultural processes, and the features of the formation of educational material

was observed. The proposed study thus expanded existing ideas about the importance of the historical-gender dimension of education.

The proposed results showed that students payed more attention to the application of equality principles during pedagogical practice. Other researchers have also noted similar trends (Christou & Parmaxi, 2022; Hryn et al., 2024; Ihnatiev, 2023). Namely, the digital environment became an effective mechanism for establishing learning through action. Students under such conditions perceived more actively new knowledge, independently created new educational products. In the proposed study, the analysis of digital projects made it possible to confirm the following effect: participants in the experimental group created significantly more reflective, balanced and creative interpretations of historical events than their colleagues from the control group.

The growth of students' motivation in performing independent work can also be justified by the fact that IBL significantly contributed to the formation of learning autonomy. This conclusion is entirely consistent with the observations of Liu et al. (2021) and İspir and Yıldız (2023) regarding the link between research methods and specific manifestations of self-regulation in educational settings. At the same time, the results from the focus group interviews confirmed the thesis of Getenet et al. (2024) and Ilyina (2025) that emotional engagement and a “personal connection” with the historical past are important factors in the formation of critical thinking.

Qualitative analysis allowed us to point out several recurring codes. Among them, the following categories were distinguished: “invisibility in the traditional narrative”, “everyday experience as a historical source”, “gender asymmetry of responsibility”, “revision of the hierarchy of events”. The definition of these codes

indicated that students began to realise the historical narrative as a constructed product, dependent on the choice of sources.

Thus, the code "invisibility in the traditional narrative" indicated students' reflection concerning the limitations of textbook models of history. Particularly, one of the participants noted: "When we opened the digital archives, it became clear that in fact these people did not exist in our textbook, although the events cannot be explained without them" (FG2). Another participant added: "Previously, it seemed that women in these events were "somewhere nearby", but from the sources it is clear that they performed specific functions, and even made decisions more often than men" (FG1).

The code "everyday experience as a historical source" is related to the rethinking of the status of visual materials. One of the students emphasised: "Letters and diaries gave more insight into the era than official dates and decrees" (FG3). Another noted: "Through the small details of everyday life, it became clear that events really affected people" (FG2). Within the code "gender asymmetry of responsibility", students drew attention to the uneven distribution of social roles. In particular, one participant noted: "We saw that the responsibility for the survival of the family was often shifted to women, but in official history this is not discussed at all" (FG1).

The code "revision of the hierarchy of events" reflects the change in interpretive emphases in students' narratives. One student noted that working with digital sources "made me look differently at events that were previously perceived as purely political" (FG2). Another participant summarized: "Women often played political roles that are not so widely reflected in modern textbooks. They took responsibility and acted" (FG1).

The results also indicate the emergence of value orientations in the interpretation of gender equality. Against the background of studying history, many interview respondents noted such a positive effect. This confirms the conclusions of other scientists who considered motivation to be one of the keys to understand gender relations in the historical process (Mia et al., 2022; Śliwa et al., 2021). Therefore, the proposed results made it possible to confirm the effectiveness of using IBL in teaching history, the formation of gender-sensitive pedagogical consciousness.

The methodology proposed in the study has certain limitations that should be taken into account when interpreting the findings. Firstly, the sample of 130 individuals was formed from students of only one university, which somewhat limits the possibility of generalising the obtained results to a wider audience of future teachers. Secondly, the duration of the experiment, limited to one semester, did not allow for the identification of long-term changes in the development of gender sensitivity and historical thinking; therefore, the effect may be somewhat situation-specific. Also, some of the obtained information was based on participants' self-reporting (questionnaires, surveys), which may have certain subjective distortions, a social desirability effect, etc. Therefore, taking into account the above limitations, a promising direction for further research is conducting a longitudinal research, which should be aimed at tracking the dynamics of historical thinking and gender sensitivity over a longer period of study, in particular at different stages of professional training and in real pedagogical practice.

Conclusion

Hence, the proposed study demonstrated the effectiveness of integrating the Inquiry-Based Learning (IBL) methodology and digital tools in the field of teaching gender-sensitive history. The empirical data obtained from the experiment demonstrated how such integration can increase the level of motivation among students and their readiness for independent research into historical issues. The integration as well made it possible to establish the formation of a critical, analytical, and reflective attitude towards historical sources, which is extremely important for learning history.

The obtained data demonstrated that the use of digital technologies (primarily interactive platforms, online whiteboards and multimedia tools) for learning through research had an effective impact on teaching history. Students who were involved in the creation of their own digital products (infographics, storytelling, interactive maps) had significantly better performance than representatives of the control group. This affected the activity, creativity of students, and the formation of gender competencies necessary today.

The proposed results confirm that IBL had a positive impact on the development of historical thinking and the formation of an appropriate level of humanistic values. These competencies characterise a main element of modern teacher education, and the efficiency of the combined use of Inquiry-Based Learning and digital technologies has been empirically confirmed. Such integration is appropriate in modern teaching, which will allow taking into account the innovative development of technologies in education for the further education of critically thinking and socially responsible teachers.

It is also worth highlighting separate areas for further research. First of all, the study deserves to be expanded by increasing the sample among participants. Additional empirical measurements would make it possible to check the stability of the obtained results. There is also a need to identify the most effective digital tools (visualisations, simulations, historical games) that would influence the development of gender sensitivity and, at the same time, historical thinking.

References

Afanador Llach, M. J. (2024). Trayectorias de producción curricular sobre historia digital en América Latina, 2002-2024. *Historia y Grafía*, (64), 55–96. https://doi.org/10.48102/hyg.vi64.542

Ana, B. C. R., Gracia, G.-G., & Nazaret, M.-H. (2023). Systematic review on gender socialisation in pre-school education. *Pedagogía Social. Revista Interuniversitaria*, (43), 191-204. https://doi.org/10.7179/PSRI_2023.43.13

Anischuk, N. V. (2023). Gender approach in the history of ukraine. *Scientific Notes of Taurida National V.I. Vernadsky University, Series Historical Sciences*, (3), 251–255. https://doi.org/10.32782/2663-5984/2023/3.34

Anupama, S. (2024). Bridging the Gender Digital Divide in India. *SK International Journal of Multidisciplinary Research Hub*, *11*(12), 31–35. https://doi.org/10.61165/sk.publisher.v11i12.7

Apaolaza-Llorente, D., Castrillo, J., & Idoiaga, N. (2023). Are women present in history classes? Conceptions of primary and secondary feminist teachers about how to teach women's history. *Women's Studies International Forum*, *98*, 102738. https://doi.org/10.1016/j.wsif.2023.102738

Ávalos, B., & Reyes, L. (2020). Gender Relations and the Role of Women in Teaching and Teacher Education. In *Historical Development of Teacher Education in Chile* (pp. 75–95). Emerald Publishing Limited. https://doi.org/10.1108/978-1-78973-529-120201009

Ball, R., Streff, C., Anderson, B., Caraghar, L., & Macy, J. (2018). From the Spanish Atlantic Archives to the Classroom in the Arctic: Perspectives on Linking Digital Projects and Undergraduate Research in History. *Bulletin for Spanish and Portuguese Historical Studies*, *43*(1), 70-93. https://asphs.net/wp-content/uploads/2020/02/Linking-Digital-Projects-and-Undergraduate-Research.pdf

Behnam Asl, S., Gill, C., Umstead, K., Mahtani, R., & Tully, K. (2022). A collaborative approach to digital storytelling in healthcare settings. In *24th international conference on engineering and product design education*. The Design Society. https://doi.org/10.35199/epde.2022.107

Berman, S. B., & Cohen, R. (2025). Voices in Higher Education. In *Teaching LGBTQ+ History in High Schools* (pp. 108–137). Routledge. https://doi.org/10.4324/9781032689678-5

Ciecior, J., Kunz, T. A., Wollmann, S., Lanius, K., &Buschmeier, M. (2022). Literary History in Digital Teaching and Learning: The KoLidi-Project—Collaborative and Interactive Approaches for German Studies. In *Innovative Approaches to Technology-Enhanced Learning for the Workplace and Higher Education* (pp. 114–124). Springer International Publishing. https://doi.org/10.1007/978-3-031-21569-8_11

Christou, E., & Parmaxi, A. (2022). Gender-sensitive tools and materials for women empowerment in STEM: a systematic review with industrial and instructional recommendations and implications. *Universal Access in the Information Society, 22,* 699–714. https://doi.org/10.1007/s10209-022-00881-z

Crumpton, S. M. (2020). Trauma-Sensitive Pedagogy. In *Teaching Sexuality and Religion in Higher Education* (pp. 30–43). Routledge. https://doi.org/10.4324/9780429327162-4

Dew, M., Hunt, E., Perera, V., Perry, J., Ponti, G., & Loveridge, A. (2024). Group dynamics in inquiry-based labs: Gender inequities and the efficacy of partner agreements. *Physical Review Physics Education Research*, *20*(1). https://doi.org/10.1103/physrevphyseducres.20.010121

Dorji, T. (2020). Gender Responsive Pedagogy Awareness and Practices. *International Journal of Linguistics and Translation Studies*, *1*(2), 100–111. https://doi.org/10.36892/ijlts.v1i2.21

Erdogan, E. (2021). The Impact of Digital Storytelling on the Academic Achievement and Democratic Attitude of Primary School Students. *Educational Policy Analysis and Strategic Research*, *16*(1), 427–448. https://doi.org/10.29329/epasr.2020.334.22

Espinoza-Freire, E. E. (2024). Flipped Classroom in History Teaching. *Revista Transdiciplinaria de Estudios Sociales y Tecnológicos*, *4*(3), 28–37. https://doi.org/10.58594/rtest.v4i3.128

Getenet, S., Haeusler, C., Redmond, P., Cantle, R., & Crouch, V. (2024). Bridging the digital divide: gender and learning mode impacts on pre-service teacher digital competence and online engagement. *Irish Educational Studies*, 1–17. https://doi.org/10.1080/03323315.2024.2359694

Gómez-Trigueros, I., & Yáñez de Aldecoa, C. (2021). The Digital Gender Gap in Teacher Education: The TPACK Framework for the 21st Century. *European Journal of Investigation in Health, Psychology and Education*, *11*(4), 1333–1349. https://doi.org/10.3390/ejihpe11040097

Hauzel, R. Z., & Pattnaik, T. (2024). Digital Skills and Gender Equality. *Shanlax International Journal of Arts, Science and Humanities*, *11*(3), 105–110. https://doi.org/10.34293/sijash.v11i3.6883

Hinostroza, J. E., Armstrong-Gallegos, S., & Villafaena, M. (2024). Roles of digital technologies in the implementation of inquiry-based learning (IBL): A systematic literature review. *Social Sciences & Humanities Open*, *9*, 100874. https://doi.org/10.1016/j.ssaho.2024.100874

Hryn, O., Kulyk, I., Petrechenko, I., Tsypliak, N., & Yasnovska, L. (2024). Enhancing students' critical thinking skills through project-oriented education. *Eduweb*, *18*(4), 241–250. https://doi.org/10.46502/issn.1856-7576/2024.18.04.16

Hurska, O., & Parshyn, I. (2023). Textbooks on the history of Ukraine as an element of the formation of historical memory 1991–2001 (using the figure of King Danylo Romanovych as an example). *Humanities Science Current Issues*, *2*(60), 13–18. https://doi.org/10.24919/2308-4863/60-2-2

Ihnatiev, V. (2023). Hesychastic tradition as a source of Ukrainian cordocentrism. *Educational Discourse: Collection of Scientific Papers*, *43*(1–3), 17–31. https://doi.org/10.33930/ed.2019.5007.43(1-3)-2

Ilyina, A. (2025). State regulation and innovation infrastructure in the national system. *Revista de Cercetare si Interventie Sociala*, *89*, 100–127. https://doi.org/10.33788/rcis.89.6

Ion, G., & Mercader, C. (2024). D-Eva Programme: Supporting Academics to Use Digital Tools for Students' Assessment. In *Lecture Notes in Educational Technology* (pp. 225–240). Springer Nature Singapore. https://doi.org/10.1007/978-981-97-6136-4_10

İspir, B., & Yıldız, A. (2023). An Overview of Digital Storytelling Studies in Classroom Education in Turkey. *Journal of Qualitative Research in Education*, *23*(35), 187-216. https://doi.org/10.14689/enad.35.1714

Kichuk, Y., & Shevchuk, T. (2020). Public movement of the national minorities in Budzhak polyethnic society as a factor of intercultural interaction (period of independent Ukraine). *Danubius*, *38*, 221–237. https://www.ceeol.com/search/article-detail?id=921317

Kiorsak, V. (2025). Icelandic sagas and Rus origin. Methodological remarks in the context of contemporary theories. *The Prince's Era: History and Culture*, 5. https://doi.org/10.33402/kd.2025-17-5-28

Kochubey, T., Levchenko, N., &Kolyada, N. (2024). Professionalization of social work in Ukraine: the gender dimension. *Social work and education*, *11*(4), 491–499. https://doi.org/10.25128/2520-6230.24.4.5

Kravchenko, O., Svyrydiuk, O., Karpych, I., & Boiko, O. (2021). Gender Approach to Studying History of Social Work in Ukraine. In *Advances in Intelligent Systems and Computing* (pp. 678–685). Springer International Publishing. https://doi.org/10.1007/978-3-030-74009-2_86

Kravchuk, O., Kit, H., Yemelianova, O., Tolchieva, H., & Beseganich, I. (2023). With regard to the means and priorities for the development of the professional education system (the experience of the EU countries for Ukraine). *Journal of Curriculum and Teaching*, *12*(5, Special Issue), 123–133. https://www.sciedupress.com/journal/index.php/jct/article/view/24715

Kurniawan, C., Soepriyanto, Y., Zakaria, Z., &Aulia, F. (2022). Gender Differences in E-Learning Self-Efficacy during Pandemic Covid-19. In *2nd World Conference on Gender Studies (WCGS 2021)*. Atlantis Press. https://doi.org/10.2991/assehr.k.220304.011

Lee, B. N. (2023). Digital tools & inquiry-based learning in history education. *Muallim Journal of Social Science and Humanities*, *7*(4), 78–88. https://doi.org/10.33306/mjssh/255

Liu, X., He, W., Zhao, L., & Hong, J.-C. (2021). Gender Differences in Self-Regulated Online Learning During the COVID-19 Lockdown. *Frontiers in Psychology*, *12*, 1-8. https://doi.org/10.3389/fpsyg.2021.752131

López-García, A. (2023). Effectiveness of a teaching methodology based on the theory of historical thinking through active methods and digital resources in Spanish adolescents. *Frontiers in Education*, *8*, 1-12. https://doi.org/10.3389/feduc.2023.1175123

Mereniuk, K., & Parshyn, I. (2025). The history of civilizations of pre-Columbian America: Assessment of 7–8 grade world history textbooks for Ukrainian students. *Revista Prâksis*, *1*, 342–366. https://doi.org/10.25112/rpr.v1.3807

Mia, M. M., Rizwan, S., Zayed, N. M., Nitsenko, V., Miroshnyk, O., Kryshtal, H., & Ostapenko, R. (2022). The impact of green entrepreneurship on social change and factors influencing AMO theory. *Systems*, *10*(5), Article 132. https://doi.org/10.3390/systems10050132

Miller, C. H. (2025). Interactivity and Its Effects. In *Digital Storytelling* (5th ed., pp. 111–130). CRC Press. https://doi.org/10.1201/9781003520092-6

Mouraz, A., & Nobre, A. (2024). Digital Skills and Gender Equity: Perceptions and Practices of Portuguese Primary Education Teachers. *Digital*, *4*(3), 710–725. https://doi.org/10.3390/digital4030036

Parshyn, I. (2024). The medieval Polish kingdom in modern textbooks on Ukrainian history. *Collection of Scientific Papers «SCIENTIA»*, (October 18, 2024; Berlin, Germany), 204–206. https://previous.scientia.report/index.php/archive/article/view/2143

Petousi, D., Katifori, A., Servi, K., Roussou, M., & Ioannidis, Y. (2022). History education done different: A collaborative interactive digital storytelling approach for remote learners. *Frontiers in Education*, *7*, 1-12. https://doi.org/10.3389/feduc.2022.942834

Rodés Paragarino, V., & Gewerc, A. (2022). Educational Innovation, Open Educational Resources, and Gender in Latin American Universities. *Education Sciences*, *13*(1), 19. https://doi.org/10.3390/educsci13010019

Rosa, R., Drew, E., & Canavan, S. (2020). An overview of gender inequality in EU universities. In *The Gender-Sensitive University* (pp. 1–15). Routledge. https://doi.org/10.4324/9781003001348-1

Semigina, T. (2022). Teaching field social work: Views from Ukrainian academia. In R. Baikady et al. (Eds.), *The Routledge handbook of field work education in social work* (pp. 265–279). Routledge. https://doi.org/10.4324/9781032164946-22

Shkola, O. M., Otravenko, O. V., Donchenko, V. I., Zhamardiy, V. O., Saienko, V. G., & Tolchieva, H. V. (2022). The influence of tae-bo on the development of motor potential of students of medical and pedagogical specialties and its efficiency in the process of extracurricular activities. *Wiadomości Lekarskie*, *75*(4, Pt. 1), 865–870. https://doi.org/10.36740/WLek202204121

Śliwa, S., Saienko, V., & Kowalski, M. (2021). Educating students during a pandemic in the light of research. *International Journal of Educational Development*, *87*, 102504. https://doi.org/10.1016/j.ijedudev.2021.102504

Tagaza, R., & Manalansan, D. (2025). Teaching Gender and Culture: A Historical and Pedagogical Inquiry into Gender and Development in Philippine Education. *International Journal on Culture, History, and Religion*, *7*(SI2), 482–496. https://doi.org/10.63931/ijchr.v7isi2.221

Yaroshenko, A., & Semigina, T. (2023). Gender Education in Social Work: How It Might Be Enhanced in Ukraine? *SSRN Electronic Journal*, 182-184. https://doi.org/10.2139/ssrn.4448052

Yuda, L. (2021). Problems of forming soft skills in the process of teaching the history of ukrainian culture in higher educational institutions. *Bulletin of the National University "Chernihiv Collegium" Named After T. G. Shevchenko*, *168*(12), 81–86. https://doi.org/0.5281/zenodo.4769253

Conflict of interest and originality declaration

As stipulated in the *Code of Ethics and Best Practices* published in *Clío Journal*, the authors, *Olena Hryn, Natallia Tsypliak, Larysa Yuda, Olha Kovalenko and Liubov Shara;* declare that they have no real, potential or evident conflicts of

interest, of an academic, financial, intellectual or intellectual property nature, related to the content of the article: *Inquiry-based learning and digital tools in teaching gender-sensitive history: innovative approaches to fostering historical thinking in the digital age*, in relation to its publication. Likewise, they declare that the work is original, has not been published partially or totally in another medium of dissemination, no ideas, formulations, citations or illustrations were used, extracted from different sources, without clearly and strictly mentioning their origin and without being duly referenced in the corresponding bibliography. They consent to the Editorial Board applying any plagiarism detection system to verify their originality. The authors declare that in preparing this manuscript, they did not use generative artificial intelligence tools for text writing or data interpretation.

About the authors

Olena, Hryn: Department of History of Ukraine, Archeology and Local History, O. M. Lazarevsky Educational and Research Institute of History, Social Sciences and Humanities, T. H. Shevchenko National University "Chernihiv Colehium", Chernihiv, Ukraine.

Natallia, Tsypliak: Department of World History and International Relations, O. M. Lazarevsky Educational and Research Institute of History, Social Sciences and Humanities, T. H. Shevchenko National University "Chernihiv Colehium", Chernihiv, Ukraine.

Larysa, Yuda: Department of History of Ukraine, Archeology and Local History, O. M. Lazarevsky Educational and Research Institute of History, Social Sciences and Humanities, T. H. Shevchenko National University "Chernihiv Colehium", Chernihiv, Ukraine.

Olha, Kovalenko: Department of World History and International Relations, O. M. Lazarevsky Educational and Research Institute of History, Social Sciences and Humanities, T. H. Shevchenko National University "Chernihiv Colehium", Chernihiv, Ukraine.

Liubov, Shara: Department of World History and International Relations, O. M. Lazarevsky Educational and Research Institute of History, Social Sciences and Humanities, T. H. Shevchenko National University "Chernihiv Colehium", Chernihiv, Ukraine.