

Peer Review

Review of: "Walking through Memory, Myth, and Heritage: A Socio-Cultural Animation Framework via Cultural Walks and Reflective Journals at Quinta das Lágrimas"

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Your manuscript is best understood as a conceptual and pedagogical commentary presenting a proposed educational itinerary, rather than an empirical research report. It should therefore be assessed primarily on its conceptual coherence, pedagogical justification, and practical applicability.

Its main contribution lies in treating Quinta das Lágrimas as a pedagogical object in its own right, integrating its landscape, historical associations, and literary representations into cultural walks and reflective journaling. The distinction between historical evidence and literary myth provides a promising basis for critical heritage education.

However, various issues would require revision:

1. Clarify whether the itinerary has been implemented or remains a proposal.
2. Present educational benefits as intended outcomes unless supported by evaluation. Claims of robustness, reproducibility, and effectiveness currently exceed the evidence provided. Relevant studies could strengthen the rationale for the anticipated benefits, although they would not establish the effectiveness of this particular proposal.
3. Explain more clearly how the theoretical foundations inform the activities, specifying why these activities were selected and which theoretical or empirical sources support their suitability.
4. Justify age-based differentiation and specify accessibility arrangements.

5. Verify the references, particularly the incorrect attribution of *On Collective Memory* to “Halbach’s” rather than Maurice Halbwachs.

My overall assessment is that the proposal has pedagogical merit but requires revision. Its contribution would become stronger through a clearer definition of its scope, more explicit theoretical integration, and conclusions proportionate to its conceptual nature.

In the absence of a dedicated evaluation, the proposal should at least provide a coherent theoretical justification for its design and anticipated educational benefits.

The following readings, among many others the author may choose, could help strengthen the theoretical rationale for your activities and clarify their anticipated educational benefits:

1. **Reflective journals.** Dymont and O’Connell (2011) could help you clarify what makes journal writing reflective rather than merely descriptive, and develop criteria for assessing the reflection expected from participants. <https://doi.org/10.1080/13562517.2010.507308>
2. **Place-based pedagogy.** Consider Gruenewald (2003), whose integration of critical pedagogy and place-based education could strengthen your treatment of Quinta das Lágrimas as a pedagogical object. It offers a useful framework for connecting landscape, cultural narratives, and critical inquiry. <https://doi.org/10.3102/0013189X032004003>
3. **Intergenerational learning.** Giraudeau and Bailly’s (2019) systematic review could inform the proposed exchanges between younger and older participants. Its discussion of variable outcomes would help you justify meaningful cooperation and formulate realistic expectations. <https://doi.org/10.1007/s10433-018-00497-4>

Declarations

Potential competing interests: No potential competing interests to declare.