



THE EDUCATIONAL PRACTICE

History, Memory and Heritage

Palma (Majorca) November 20-23, 2018

VIII Scientific Days of SEPHE

I National Conference of SIPSE

Second Circular November 2017

The Educational Practice. History, Memory and Heritage

Studying the educational practices of the past as they took place both in and outside schools, implies the existence, preservation and use of the new sources which are the concrete evidence of those practices These themselves. evidences represented, on the one hand, by the spaces and the material objects which were used in those practices (furniture, objects, teaching aids, schoolbooks etc.) and, on the other, by objects that provide information about those practices (such as teachers' professional memories, exam material, reports of classroom activities, personal testimonies, exercise-books or school-notes, pupils' works, school photographs and yearbooks, school magazines and so on).

Even though their preservation has been often compromised, such traces are clues that, once interpreted, allow us to reconstruct the realities that were experienced and re-elaborated in the individual and collective memory, and, finally, they permit us to get in touch with

the collective school imageries that were shared by generations.

For a long time, the historical research has been predominantly based on administrative, political and theoretical sources, i.e. related to the pedagogical theories underlying those practices.

In many cases, these sources have caused an overestimation of the role played by political changes, inducing historians to believe that the discontinuities in educational practices are inevitably due to political phenomena and/or pedagogical approaches.

We believe that the use of these new sources in historical research will enable scholars to gain a much deeper knowledge of the educational practices, and to understand their times, dynamics and logic which do not always coincide with those emerging from the political, administrative and theoretical-pedagogical sources.

We also believe that demonstrating the historical value of the educational practices will increase the awareness about the importance of the material sources, and about the importance of their conservation and arrangement within archival and museum spaces aimed to preserve and valorize such testimonies of the educational past as a cultural heritage of our society.

The issues of the study and preservation of the material testimonies of the educational practices — intended both as cultural heritage and historical sources – must be placed in constant interrelation with each other. For this reason, this scientific event intends to become a place for discussion and exchange between history, conservation and communication of such heritage, in order to enhance our knowledge of past educational practices and our awareness of the challenges related to the protection and valorization of such testimonies of our cultural heritage.

The Organizing Committee

Calendar

January 22, 2018: deadline for the submission of the proposals (250 words maximum, and 4 keywords) and for the submission of the joined proposals for panels.

March 5, 2018: communication of acceptance or rejection of the proposals.

June 4, 2018: deadline for submitting the definitive texts of the communications, and deadline for the payment of the reduced registration fee.

November 20-23, 2018: celebration of the conference.

Sections

It will be possible to submit proposals of communications within the following thematic sections, concerning both the school and the extra-school environments.

1st Section. Materiality and immateriality of the educational practice

School materials as concrete evidences of the past educational practices (school charts, geographic maps, engravings, exercise-books, schoolbooks etc.). Immaterial school heritage (school customs and traditions, punishment and reward systems, songs, proverbs etc.).

2nd Section. Written testimonies about educational practices

Written recordings made by the main actors in the school (i.e. teachers and pupils) as

evidence of the past educational practices (autobiographies, private memories, professional memories, internship diaries, teacher diaries, reports on the school and pedagogical magazines etc.).

3rd Section. Oral histories about educational practices

Oral histories i.e. oral memoirs and autobiographies of teachers and pupils about the educational practices of the past.

4th Section. The visual memory of educational practices

Iconographic sources about school and extra-school practices of the past (engravings, photographs, drawings, films and documentaries, audio-visual recordings etc.).

5th Section. New challenges for the safeguard and communication of the historical-educational heritage

The historical-educational heritage in museums, documentation centres and historical schools: museum- and

educational projects or activities concerning the school practices of the past.

Sustainable tourism and historicaleducational heritage: experiences and reflections.

Communications

In order to present their communications, authors are needed to submit a proposal (250 words maximum), which must include: Title; Author; Institutional affiliation; Thematic section chosen.

The deadline is January 22, 2018.

The registration must be completed exclusively online, through the electronic form available in the congress website. The Scientific Committee of the Congress will evaluate the submitted proposals on the base of their relevance to the congress theme, and of their scientific quality.

The Organizing Committee will communicate to the Authors the acceptance (or rejection) of their proposals, within March 5, 2018.

The definitive text – any images included – must comply with the specifications illustrated in the website of the conference. The ultimate deadline is June 4, 2018.

It will be possible for each author to present a maximum of two communications. All the authors of each communication must enrol to the event.

Guidelines for the submission

The final text of the communications must not exceed the maximum length of 25,000 characters (or 4,000 words), including images, charts, tables, and so on. Texts must be submitted in Microsoft Word (.doc), Times New Roman font, font size 12, line spacing 1.15 with 10-point spacing.

Layout of the page: upper and lower margins of 2.5 cm.; right and left margins of 3 cm.

In order to ensure the uniformity of the texts, the title of the communication should be in Times New Roman (bold, font size 14, centred justification).

The title will be followed by the name(s) of the Author(s) and their institutional affiliation (in Times New Roman, font size 12, centred justification).

All the sections of the text must be numbered, and a maximum of three levels of headings is admitted (i.e.: 1; 1.1; 1.1.1). The admitted format is Times New Roman italic, font size 12.

On the website of the conference, a *template* in Microsoft Word (.doc) will be available, in order to ensure the uniformity of all the communications.

Citational rules for bibliography and sources

Bibliographic reference must be cited within the text according to the Author-data system: «As stated by Viñao (2004, 85)». As a consequence, footnotes are not

admitted. All the references will be included in a final bibliography, and according to the following citation style:

- Books

VIÑAO, Antonio. Escuela para todos. Educación y modernidad en la España del siglo XX, Madrid, Marcial Pons, Ediciones de Historia, S.A., 2004.

- Journals' articles:

ASCENZI. Anna: SANI. Roberto. "Between rhetoric celebration and social marginalization. The teachers' and and celebration headmasters' memory through the obituaries published in the school and teachers' magazines in the first century after the unification (1861-1961). Part Two", History of Education & Children's Literature, XI/2 (2016), 121-150.

- Book's chapters:

RUIZ BERRIO, Julio. "Los museos de Educación y la Historia de la Educación", RUIZ BERRIO, Julio (Ed.). *El patrimonio histórico-educativo. Su conservación y estudio*, Madrid, Editorial Biblioteca Nueva [Memoria y Crítica de la Educación, 20], 2010, 115-138.

- Internet sources:

Estatutos de la Sociedad Española para el estudio del Patrimonio Histórico-Educativo, Burgos, 18 de junio de 2003. URL: http://institucional.us.es/paginasephe/estatut os.html [last access: 01/11/2017].

COMAS, Francesca; MOTILLA, Xavier; SUREDA, Bernat. *Fotografía i història de* l'*educació. Iconografía de la modernització educativa*. Palma, Lleonard Muntaner, 2012. URL: http://llull.uib.es/articles/1977232.15439/1. PDF [last access: 01/11/2017].

Workshops

Within the congress, thematic workshops can be proposed to the Scientific Committee.

The proposals should be coherent with the topics of the conference, and concern the issues of study and/or conservation of the historical-educational heritage.

All the proposals must be submitted online through the website of the conference. The proposal will include: a general description of max. 400 words (including: title, abstract of the general proposal, list of the contributors, from min. 3 to max. 6 contributors), together with an abstract, for each single contribution, of max. 250 words.

Official languages

Authors can present proposals in any official languages of Spain, as well as in Italian, French, Portuguese and English.

Inscription Fees

Reduced Fees (before June 4, 2018) Ordinary Fees (after June 4, 2018)

SEPHE-SIPSE members / 250 € SEPHE-SIPSE members / 300 €

Others / 300 € Others / 350 €

Location

All the sessions of the Conference will be held in the *Edificio de Sa Riera* at the University of the Balearic Islands, and in the *Edificio de la Misericordia* of the Island Council in Mallorca.

Organizers

GEDHE-UIB – Research Group on the history of education of the University of the Balearic Islands, Catalunya (gedhe.uib.cat)

CESCO-UniMC – Research Centre on the history of textbooks and children's literature of the University of Macerata, Italy (http://www.unimc.it/cescom/it)

Partnership

Sociedad Española para el estudio del Patrimonio Histórico-Educativo (SEPHE)

Società Italiana per lo studio del Patrimonio Storico-Educativo (SIPSE)

Departament de Pedagogia i didàctiques específiques, Universitat de les Illes Balears (UIB)

Dipartimento di Scienze della Formazione, dei Beni Culturali e del Turismo, Università degli Studi di Macerata (UniMC)

Facultat d'Educació, Universitat de les Illes Balears (UIB)

Institut de Recerca i Innovació Educativa (IRIE. UIB-GOIB)

Arxiu i Museu de l'Educació de les Illes Balears (AMEIB)

Museo della scuola «Paolo e Ornella Ricca»

Ajuntament d'Inca

Departament de Cultura, Patrimoni i Esports, Consell de Mallorca

Conselleria d'Educació i Universitat, Govern de les Illes Balears

Organizing Committee

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