



International Conference

## 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 themselves. These evidences are 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

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**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

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

### **1<sup>st</sup> 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.).

### **2<sup>nd</sup> 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.).

### **3<sup>rd</sup> 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.

### **4<sup>th</sup> 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.).

## 5<sup>th</sup> 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 historical-educational heritage: experiences and reflections.

## Communications

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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

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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 headmasters' memory and celebration 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/estatutos.html> [last access: 01/11/2017].

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

## Workshops

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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

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

## Inscription Fees

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### Reduced Fees (before June 4, 2018)

SEPHE-SIPSE members / 250 €

Others / 300 €

### Ordinary Fees (after June 4, 2018)

SEPHE-SIPSE members / 300 €

Others / 350 €

## Location

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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

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GEDHE-UIB – Research Group on the history of education of the University of the Balearic Islands, Catalunya ([gedhe.uib.cat](http://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

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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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Gabriel BARCELO (GEDHE – Universitat de les Illes Balears)

Marta BRUNELLI (CESCO – Università degli Studi di Macerata)

Pere CAPELLA (GEDHE – Universitat de les Illes Balears)

Pere FULLANA (GEDHE – Universitat de les Illes Balears)

Llorenç GELABERT (GEDHE – Universitat de les Illes Balears)

Sara GONZALEZ (GEDHE – Universitat de les Illes Balears)

Juri MEDA (CESCO – Università degli Studi di Macerata)

Avelina MIQUEL (GEDHE – Universitat de les Illes Balears)

Xavier MOTILLA (GEDHE – Universitat de les Illes Balears)

Luigiaurelio POMANTE (CESCO – Università degli Studi di Macerata)

## Scientific Committee

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Carmen AGULLÓ (Universitat de València; SHE-IEC)

Anna ASCENZI (CESCO – Università degli Studi di Macerata; SIPSE)

Alberto BARAUSSE (Università degli Studi del Molise)

Marta BRUNELLI (CESCO – Università degli Studi di Macerata)

Antonella CAGNOLATI (Università degli Studi di Foggia)

Maria Helena CAMARA BASTOS (Pontifícia Universidade Católica do Rio Grande do Sul)

Delphine CAMPAGNOLLE (MUNAÉ – Musée National de l'Éducation)

Pierre CASPARD (ex-INRP – Institut National de Recherche Pédagogique)

Antoni J. COLOM (Universitat de les Illes Balears; Institut d'Estudis Catalans)

Francisca COMAS (GEDHE – Universitat de les Illes Balears)

Jean-François CONDETTE (Université d'Artois)

Carmela COVATO (Università degli Studi Roma Tre; SIPSE)

Paulí DAVILA (Euskal Herriko Unibertsitatearen Hezkuntzaren Museoa)

Patricia DELGADO (Universidad de Sevilla; SEDHE)

Agustín ESCOLANO (Centro Internacional de la Cultura Escolar)

Marguerite FIGEAC-MONTHUS (Université de Bordeaux)

António GOMES ALVES FERREIRA (Universidade de Coimbra; HISTEDUP)

Vera Lucia GASPAR DA SILVA (Universidade do Estado de Santa Catarina)

Carla GHIZZONI (Università Cattolica del Sacro Cuore di Milano; CIRSE)

Antonis HOURDAKIS (University of Crete; GSEH)

Panagiotis KIMOURTZIS (University of the Aegean; GSEH)

Alejandro MAYORDOMO (Universitat de València; SEPHE)

Juri MEDA (CESCO – Università degli Studi di Macerata)

Pedro Luis MORENO (MUVHE – Universidad de Murcia; SEPHE)

Maria Cristina MORANDINI (Università degli Studi di Torino)

Gabriela OSSENBACH (Universidad Nacional de Educación a Distancia)

Eugenio OTERO (Universidade de Santiago de Compostela; SEDHE)

Tiziana PIRONI (Università degli Studi di Bologna; CIRSE)

Luigiaurelio Pomante (Università degli Studi di Macerata)

Maria del Mar DEL POZO (Universidad de Alcalá de Henares)

Roberto SANI (CESCO – Università degli Studi di Macerata)

Joan SOLER (Universitat de Vic – Universitat Central de Catalunya; SHE-IEC)

Bernat SUREDA (GEDHE – Universitat de les Illes Balears)

Antonio VIÑAO (MUVHE – Universidad de Murcia)



**Universitat**  
de les Illes Balears

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d'Història  
de l'Educació



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**sephe**  
Sociedad Española para el Estudio  
del Patrimonio Histórico-Educativo



**unimc**



/ CENTRO DI DOCUMENTAZIONE E RICERCA  
SULLA STORIA DEL LIBRO SCOLASTICO  
E DELLA LETTERATURA PER L'INFANZIA  
/ MUSEO DELLA SCUOLA  
"PAOLO E ORNELLA RICCA"

**SIPSE**  
SOCIETÀ ITALIANA  
PER LO STUDIO DEL  
PATRIMONIO  
STORICO-EDUCATIVO