



Schedule Overview

WEDNESDAY July 17

09:00 – 13:00 *Pre-Conference Workshop*
14:30 – 16:30 *Parallel Sessions 1*
16:30 – 17:00 *Coffee Break*
17:00 – 18:00 *Conference Opening Ceremony*
18:00 – 19:00 *Keynote Address*
19:00 – 20:30 *Porto de Honra / Welcome Reception*

THURSDAY July 18

09:00 – 11:00 *Parallel Sessions 2*
11:00 – 11:30 *Coffee Break*
11:30 – 13:00 *Parallel Sessions 3*
13:00 – 14:30 *Lunch*
13:00 – 14:00 *Tertulia*
14:30 – 16:00 *Parallel Sessions 4*
16:00 – 17:00 *Keynote Address*
17:00 – 17:30 *Coffee Break*
17:30 – 19:00 *Parallel Sessions 5*
19:00 – 19:30 *ISCHE Book Launch*
20:30 *Early Career Researchers Night Out*

FRIDAY July 19

08:00 – 09:00 *ISCHE Meeting with National Associations*
09:00 – 11:00 *Parallel Sessions 6*
11:00 – 11:30 *Coffee Break*
11:30 – 13:00 *Parallel Sessions 7*
13:00 – 14:30 *Lunch*
14:30 – 16:00 *Parallel Sessions 8*
16:00 – 17:00 *Keynote Address*
17:00 – 17:30 *Coffee Break*
17:30 – 19:00 *ISCHE General Assembly*
19:00 – 19:30 *Transportation*
20:00 *Gala Dinner*

SATURDAY July 20

09:00 – 11:00 *Parallel Sessions 9*
11:00 – 11:30 *Coffee Break*
11:30 – 12:30 *Keynote Address*
12:30 – 13:15 *Closing Ceremony*
13:15 – 14:30 *Lunch*
15:00 – 18:00 *Walking Tour of Porto World Heritage Site*

Greetings from the President

It is my pleasure to welcome you to ISCHE 41 and its exciting program on “Spaces and Places of Education” – my first conference as president of ISCHE. The local organizers had to deal with an extraordinarily high number of submissions and have done a wonderful job preparing this conference and designing a program with a record number of panels and events that allow us to explore the conference theme from various angles and, not least, get a taste of lovely Porto. I would like to encourage you to also attend our keynotes, which not only will provide a stimulating contribution to the overarching theme of the conference but are also a place to meet and catch up with dear colleagues. ISCHE is growing and it is important to attend events that bring together all members of our organization. It goes without saying that I would also like to encourage you to attend our General Assembly – and I am specifically asking ISCHE’s young scholars and all newcomers to get involved and participate in our plans for the future. I know general assemblies are usually not the most exciting events, but I promise to do an efficient job. The President’s Report is included in the conference package which can be found online at the ISCHE website. At the General Assembly, I will focus on one or two important themes for discussion, and one particular issue will concern ISCHE’s language policy. During the General Assembly, we will have a discussion on Portuguese as a fifth ISCHE language and elect two members of the ISCHE Executive Committee. I also encourage you to attend the Executive Committee’s “Tertulia,” or public debate session, which we inaugurated in 2017. The theme for this year’s session is “The Practice of History in the Digital Age.” Once again, the First Book Award Committee did a fine job reading books submitted by members. I would like to congratulate the winner of the 2019 ISCHE First Book Award Natasha Periyar for her book *The Politics of 1930s British Literature: Education, Class, Gender* (Bloomsbury Academic, 2018) and the winners of the ISCHE First Paper Award: Maria Luce Sijpenhof (University of Alcalá) for her paper “A Transformation of Racist Discourse? Colour-blind Racism and ‘Biological’ Racism in Dutch Secondary Schooling (1968–2017)” and Barbara Emma Hof (University of Zurich) for her paper “The Turtle, the Mouse, and the Invention of Constructivist Learning Theory.” Eugenia Roldán Vera and Eckhardt Fuchs co-edited the first volume of the ISCHE Global Histories of Education book series entitled *The Transnational in the History of Education: Concepts and Perspectives* (Palgrave Macmillan, 2019). I congratulate them on this achievement and invite everybody to the book launch!

Last but not least, many thanks to all members of both the Scientific and Local Organization Committees of ISCHE 41! I wish everybody a stimulating conference.

Karin Priem
ISCHE President

41

Greetings from the ISCHE 41 convenors

The terms 'space' and 'place' have long held an important standing in history and convey a myriad of experiences, meanings and connotations that traverse different areas of the human, social and natural sciences. Space should not be understood as a single dimension, independent, static, immutable, where nothing happens, but as a dimension that generates effects and implications within the framework of social relations. In this line of reasoning, space must be conceptualized in tandem with time and thought of in terms of space-time. The temporal dimension includes the structure of social relations, within which spatial specificity stands out for its dynamic and plural simultaneity. The existence of multiple spaces (transversal, intersected, aligned, paradoxical, antagonistic, imagined, and virtual, for example), in a same time period, shows how social relations are experienced, appropriated, perceived and interpreted in different ways. In this context, we highlight human flows and migrations that, when connecting the different spaces, generate a global sense of place. The spatial organization of society is an integral part, not just a consequence, of the social production process and is deeply embedded in historical-political contexts. Space can be seen as a construct of multiple social relations that intersect across scales ranging from the global, marked by empires, flows, telecommunications, finance, international agencies, and the tentacles of national political-administrative powers, to the relations within cities, villages, families and places of work, which in this conference will be addressed in light of the history of education.

The historical-educational approach to space can also be influenced by the concept of place. This concept seeks to establish the meaning of particular spaces, to contain them, to provide them with identity, and to create a sense of belonging to a community, such as nation, region and location. The concept of place could, thus, be part of the traditional tendency to build sites of nostalgia, memory, exclusion from the process of modernization and history, which were important for the emergence of local studies. According to this view, place is seen as confined and delimited, as a site of "authenticity", singular, firm, immutable, which does not question its identity. However, in a more constructive view, the definition of the singularity of the place itself must include the relations of extending beyond, making the global part of the constitution of the local. From the epistemological point of view, this conception of place challenges any claim to enclose it in internal histories or timeless identities. The identities of places are always spare, open, porous, contested, contradictory, multiple, differentiated and permeable.

In light of this spatial turn, scholars have been invited to show results on a wide range of social, cultural, political, economic, technologic, pedagogical, material and subjective issues concerning the production and organization of the public space of education and their differentiated readings, impacts and appropriations by education agents. These issues gain new meanings when the analysis shifts from the flow of ideas, policies or narratives (general, universal, theoretical, abstract, and conceptual) to specific, resilient, changing and challenging contexts (situated, concrete, and descriptive).

Counting on more than 570 scholars and about 700 papers assigned to 144 sessions and 4 plenary addresses, we are firmly convinced that the 41st ISCHE annual conference and the University of Porto will serve as the ideal venue to present ongoing research from all corners of the world, stimulating furthermore lively debate and exchange.

We warmly welcome you to the ISCHE conference on Spaces and Places of Education.

On behalf of the local organizing committee,
Luís Grosso Correia

Standing Working Groups

SWG 1 Gendering Local, National, Regional, Transnational and Supra-National Histories of Education

Convenors: Nelleke Bakker (Belgium),
Deirdre Raftery (Ireland),
Stephanie Spencer (United Kingdom),
Tali Tadmor-Shimony (Israel)

SWG 2 Growing up in out-of-home care: Histories of children and youths in foster families and residential homes

Convenors: Joëlle Droux (Switzerland),
Jeroen H. Dekker (Netherlands),
Els Dumortier (Belgium),
Aurore François (Belgium),
David Niget (France)

SWG 3 History of Educational Funding: Models, Debates and Policies in an International Perspective (1800–2000)

Convenors: Clémence Cardon-Quint (France),
Damiano Matasci (Switzerland),
Johannes Westberg (Sweden)

SWG 4 History of Laic Education: Concepts, Policies and Practices Around the World

Convenors: Adelina Arredondo (Mexico),
Bruno Poucet (France),
Felicitas Acosta (Argentina)

SWG 5 Mapping the Discipline History of Education

Convenors: Eckhardt Fuchs (Germany),
Rita Hofstetter (Switzerland),
Emmanuelle Picard (France),
Solemn Huitric (France)

SWG 6 Material Hermeneutics and Remediation as Challenges in Visual Studies in Histories of Education

Convenors: Tim Allender (Australia),
Inés Dussel (Mexico),
Ian Grosvenor (United Kingdom),
Karin Priem (Luxembourg)

SWG 7 Migrants, Migration and Education

Convenors: Kevin Myers (United Kingdom),
Paul Ramsey (USA),
Helen Proctor (Australia)

SWG 8 Reformism(s), Progressivism(s), Conservatism(s) in education: what critical argumentations? (REFORPRO)

Convenors: André Robert (France),
Frédéric Mole (Switzerland),
Joaquim Pintassilgo (Portugal)

SWG 9 Objects, Senses and the Material World of Schooling

Convenors: Kazuhisa Fujimoto (Japan),
Ian Grosvenor (United Kingdom),
Noah W. Sobe (USA),
Mirian Warde (Brazil)

Keynote Addresses

Wednesday, 17th July,
18:00 p.m., Auditorium B

School and public space of education. Is there still room for the common?

António Nóvoa

The lecture seeks to reflect on the organizational forms of the school (the school model) and its evolution over the last 150 years in connection with the idea of the public space of education. The intention is to construct a historical and critical look at the current trends concerning school space dissolution, the valorization of educational capillarity and the personalization of learning paths. This is the justification for the subtitle: Is there still room for the common?

Thursday, 18th July,
16:00 p.m., Auditorium B

*Intuition: Geo-pedagogies of a classic concept
from the seventeenth to the twentieth century*

Eugenia Roldán Vera

In this presentation I will explore the global diffusion of the concept of intuition in education from the work of Comenius to the late-twentieth century notion of “intuitive learning”. Using the category of “geo-pedagogies”, I will map the varied appropriation of the concept of intuition in various geographic and cultural spaces, considering French, German, English and Spanish-speaking contexts, as well as the layers of meanings that were carried, added or lost in the processes of translation and of incorporation of the concept into different pedagogical models and educational policies.

Friday, 19th July,
16:00 p.m., Auditorium B

5

An exploration of liminal pockets of contestation and delight in school spaces

Catherine Burke

In his letter to a young historian of education, Antonio Nóvoa encourages researchers to set out to discover new sources, either yet unknown or simply unexplored. In the spirit of ‘transgression’ I hope to meet this challenge by exploring a space which is essentially hidden from view, taken for granted while being a source of human comfort, discipline and control. A micro history of space and place in the history of education can demonstrate that there is ‘nothing more valuable than useless knowledge’ (Nóvoa, 2015).

Saturday, 20th July,
11:30 a.m., Auditorium B

*On spatial translations: From numbers to narratives,
from science to politics, from the local to the global*

Gita Steiner-Khamsi

The presentation examines three types of spatial translation processes that currently experience an inflationary use in comparative policy studies. These three types may be framed in the form of the following three research questions: 1. From numbers to narratives: what do policy actors actually ‘learn’ from the league leaders in PISA, TIMSS, PIRLS, etc. and other international large-scale student assessments? 2. From science to politics: how much evidence and which kind of evidence, produced in government-appointed expert commissions, is actually used at the political level? 3. From the local to the global: when do local policy actors ‘buy’ or buy into global education policies? The three examples lend themselves for explaining and reflecting on the systems-theoretical approach, in particular, on (i) self-referentiality in disguise, (ii) structural coupling between science and politics, and (iii) the local politics of global policy borrowing.

Pre-Conference Workshop

Wednesday, 17th July 2019,
9:00 a.m., room 248

Who “speaks” and for whom? Approaches to (and along) working with autobiographical materials in History of Education research

Autobiographical materials have often been employed in the history of education to explore questions around agency, experiences (such as of belonging), motivations and learning processes. As researchers, we might refer to individual and private testimonies such as diaries, letters and travelogues to gain insights into and ultimately build arguments around the historical lives of others. Although working with autobiographical materials holds great possibilities, it is not without its limitations. Inspired by Spivak, we must ask such critical questions as ‘who speaks and for whom?’ Reflections on canonical works arising from this methodology remind us that this kind of source material represents a particular narrative, perhaps shaped by the identity politics of its era, paths to production and/or archival considerations. When working with autobiographical materials, then, we must consider the influences that shape which voices speak to us and in what ways, and, subsequently, which material we choose to draw from. This workshop seeks to address these questions, as well as their implications for the way we, as researchers, handle autobiographical materials.

Convenors

Karen Lillie (University College of London – Institute of Education), **Lisbeth Matzer** (University of Cologne – a.r.t.e.s. Graduate School), **Lilli Riettiens** (University of Cologne)

Tertulia

Thursday, 18th July 2019,
1:00 p.m., Auditorium B

Since 2017 the Executive Committee of ISCHE organizes the Tertulia, a round-table debate devoted to current issues in the history of education field. This year the Tertulia is focused on:

The Machine in the Archive:

Historians at risk of drowning by data

As increasingly more archives go digital, our research practices as historians of education are mutating. We have myriads of documents and new archives available; we tend not to work with original documents any more; algorithms interfere with data, both through search engines and through potential faults from scanning and character recognition programs; we develop new tools and strategies to store, organize, and analyze digital data. In an open conversation, we would like to address some of these questions: are we producing a different kind of educational history with digital media? What changes with the document if the ‘original’ is no longer there? In the context of loose circulation and unbound archives, what binds truth in the digital age? Which directions can we foresee these trends will take in the next years? At the end of the session, ISCHE Salon Initiative 2019–2020 will be presented.

Participants

Sjaak Braster (Erasmus University, Netherlands), **Alicia Civera** (DIE–CINVESTAV, Mexico), **Johannes Westberg** (University of Orebrö, Sweden)
Moderator: **Inés Dussel** (DIE–CINVESTAV, Mexico)

ISCHE Book Launch

Thursday, 18th July 2019,
7:00 p.m., Auditorium A

The Transnational in the History of Education: Concepts and Perspectives

Editors: **Eugenia Roldán Vera** and **Eckhardt Fuchs**
ISCHE Global Histories of Education book series,
1st volume (Palgrave Macmillan, 2019)

Early Career Researchers

Events

Following on from previous editions, several events will take place during ISCHE 41 aimed exclusively at undergraduates, postgraduates and other early career researchers. These events are also open to participants with a PhD degree for less than five years. The 2019 ECR representatives Inês Félix (Executive Committee) and Francisco Miguel Araújo (Local Organizing Committee) are coordinating these ECR special events. On Thursday, July 18th from 1:00 p.m. we will be hosting an Early Career Researcher Lunch in Cafeteria, intended to welcome participants from all over the world and introduce the ISCHE–EC members. This will be an excellent opportunity to meet other researchers in similar fields, learn about ISCHE initiatives and get some feedback on individual projects. In the evening, we will get together for the Early Career Researcher Night Out at 8:30 p.m., at Bicho Papão restaurant, located on Rua do Bonjardim, No. 440 – downtown Porto. This will be another great opportunity to exchange experiences and network with other delegates. ISCHE 41 conference features a special session on Publishing in History of Education Journals, on Friday, July 19th from 1:30 p.m. in Auditorium A. Some of the most renowned editors-in-chief from worldwide and prestigious journals will be invited to discuss publication strategies and provide advice on scientific writing and communication.

ISCHE Early Career Conference Paper Award

Applications are welcome for the ISCHE Early Career Conference Paper Award, which is given to the best paper presented by an early career researcher. In evaluating submissions for the ISCHE Early Career Conference Paper Award, the appointed committee takes into consideration the quality of the work, innovation in sources and methods used, contribution to the annual conference theme and overall contribution to the field. Submissions should be sent in two versions (an identified version and an anonymous one) to *ische2019@fpce.up.pt*, with the subject heading “Early Career Conference Paper Award Submission”, by 31st October 2019. All papers from eligible early career researchers submitted for possible inclusion in the “ISCHE 41 Spaces and Places of Education” *Paedagogica Historica* special issue will also be considered for the ISCHE Early Career Conference Paper Award.

Useful Informations

Venue

All ISCHE 41 sessions will take place at the Faculty of Psychology and Education Sciences of University of Porto (FPCE - University of Porto), located at Rua Alfredo Allen, Porto, close to the metro station named “Pólo Universitário” (University Campus).

Transportation

Transport from the city centre and the Conference venue is easier and faster (about 15 minutes) by Metro, on the line “D” (yellow), heading to “Hospital de S. João” (S. João Hospital). The station to get off is called “Pólo Universitário” (University Campus).

Registration

The conference registration opens on the 17th July, Wednesday, at 8:30 a.m. for all delegates.

WiFi and Computer Room

The wifi login code is registered on the delegate badge. If you have an Eduroam account you will automatically be logged into the network and can use this as well. Desk computers are at the disposal of delegates in room 101 (during the conference time).

Printing

The Conference venue has a copy center located on floor –1. Near the venue, an 11 minute-walk, you can find a copy shop in the Campus São João shopping center, located on Rua Dr. Plácido Costa, Porto.

Accessibility Policy

The ISCHE and the ISCHE 41 Conference convenors are committed to offering an accessible environment for all.

General Accommodations for ISCHE 41

All ISCHE 41 events are held in wheelchair accessible areas.

Family Room

Upon request ISCHE 41 organization will provide a private family room for nursing mothers and a playroom in the conference venue. If you require use of this room, please notify the local organizing committee at ische2019@fpce.up.pt.

Guidelines for Presentations

As you prepare your ISCHE presentation, we ask you to bear in mind the diversity of our membership and your audience. ISCHE spans many disciplines, nationalities, languages, cultural communities, and learning styles. Think about issues of privilege and injustice and reflect on the inclusions and exclusions of your presentation. ISCHE strongly encourages participants to abide by the principles of accessibility in academic presentations which often have unintended benefits for everyone. All rooms in the conference venue are equipped with a desk computer or laptop, projector and internet connections. As a measure of precaution, we kindly recommend you to bring the materials you need on a USB flash drive. Internet access may not be available during your presentation.

Archive Access

More information on Archive Access is available at the ISCHE official website of ISCHE (www.ische.org).

Emergency

In case of an emergency, you can contact the police or the medical assistance by dialing 112 or the fire department by dialing 117.

Social Activities

Portuguese Centre of Photography

From 17th to 19th July 2019, 11:00 a.m.

Established in the ancient city jailhouse, located at Largo Amor de Perdição (www.cpf.pt), downtown Porto, this museum has agreed to provide guided tours to the building and to the museum exhibitions for ISCHE delegates on the 17th, 18th and 19th July, from 11:00 to 12:00 a.m. ISCHE delegates just have to present the Conference badge at the reception desk, by 11:00 a.m. on the mentioned days (maximum of 20 participants per visit).

At the Conference

17th July 2019

Fado concert by **Helena Sarmiento**
(Opening Ceremony)

Welcome Reception / Porto de Honra
and concert by **Disco Voador duo**

20th July 2019

Concert by **Coral de Letras**/Choral of Letters of
the Univesity of Porto (Closing Ceremony)

Early Career Researcher Night Out

18th July 2019, 8:30 p.m.

This event starts by a Dinner at the restaurant Bicho Papão (Rua do Bonjardim, No. 440 – www.bichopapao.com.pt), downtown Porto, near Trindade metro station. The registration for ECR Dinner includes a dish of Portuguese food (or an alternative dish for people with dietary restrictions), dessert and beverage. After dinner, participants can join a short walk in town to experience a night out in Porto.

Gala Dinner

19th July 2019, 7:30 p.m.

The Gala Dinner takes place at the Cupertino de Miranda Foundation restaurant (Avenida da Boavista, No. 4245 – <http://www.facm.pt/facm/facm/en/contacts/restaurant>), in the city of Porto, near the coastline. The registration for Gala Dinner includes bus transportation, round trip, with departure and arrival at the conference venue. On the outbound trip, the bus will take a panoramic route through the centre of Porto and near the Douro river and coastline. The return trip will have two different schedules for departure and the possibility of stopping, under request, in the city centre. The food includes a typical fish dish of the Portuguese gastronomy (or an alternative dish for people with dietary restrictions). Dinner will be followed by a dancing (DJ Pedro Ricardo).

Walking Tour around Porto World Heritage Site

20th July 2019, 3:00 p.m.

The meeting point for the walking tour is the Rectorate building of the University of Porto, at Praça Gomes Teixeira, downtown Porto. The tour ends at Ribeira, the flagship spot of Porto's riverside, near D. Luís I Bridge. As the tour will last for about 3 hours, probably during the peak of the afternoon heat (maximum average temperature 25°C), participants are recommended to wear comfortable shoes and adequate garments (including hats or caps) to protect them from the sun and to take a bottle of water. This tour service is provided by Porto Walkers.

Local Organization

Local Organizing Committee

José António Afonso, CIEd, University of Minho
Francisco Miguel Araújo, HISTEDUP*, University of Porto
Luís Grosso Correia, CIIE, University of Porto
Margarida Louro Felgueiras, CIIE–FPCE, University of Porto
António Gomes Ferreira, CEIS20, University of Coimbra
Luís Mota, CEIS20, Polytechnic Institute of Coimbra
Joaquim Pintassilgo, HISTEDUP*, University of Lisbon
Cláudia Pinto Ribeiro, HISTEDUP*, University of Porto

Host Research Centre

CIIE – Centre for Research and Intervention in Education,
FPCE–University of Porto

LOC Assistant

Sara Poças, CIIE, University of Porto

LOC Coordinator

Luís Grosso Correia, CIIE, University of Porto

LOC Formal Representative

Luísa Faria, Dean of the FPCE–University of Porto

Graphic Design and Technical Support

Communication and Image Office,
FPCE–University of Porto

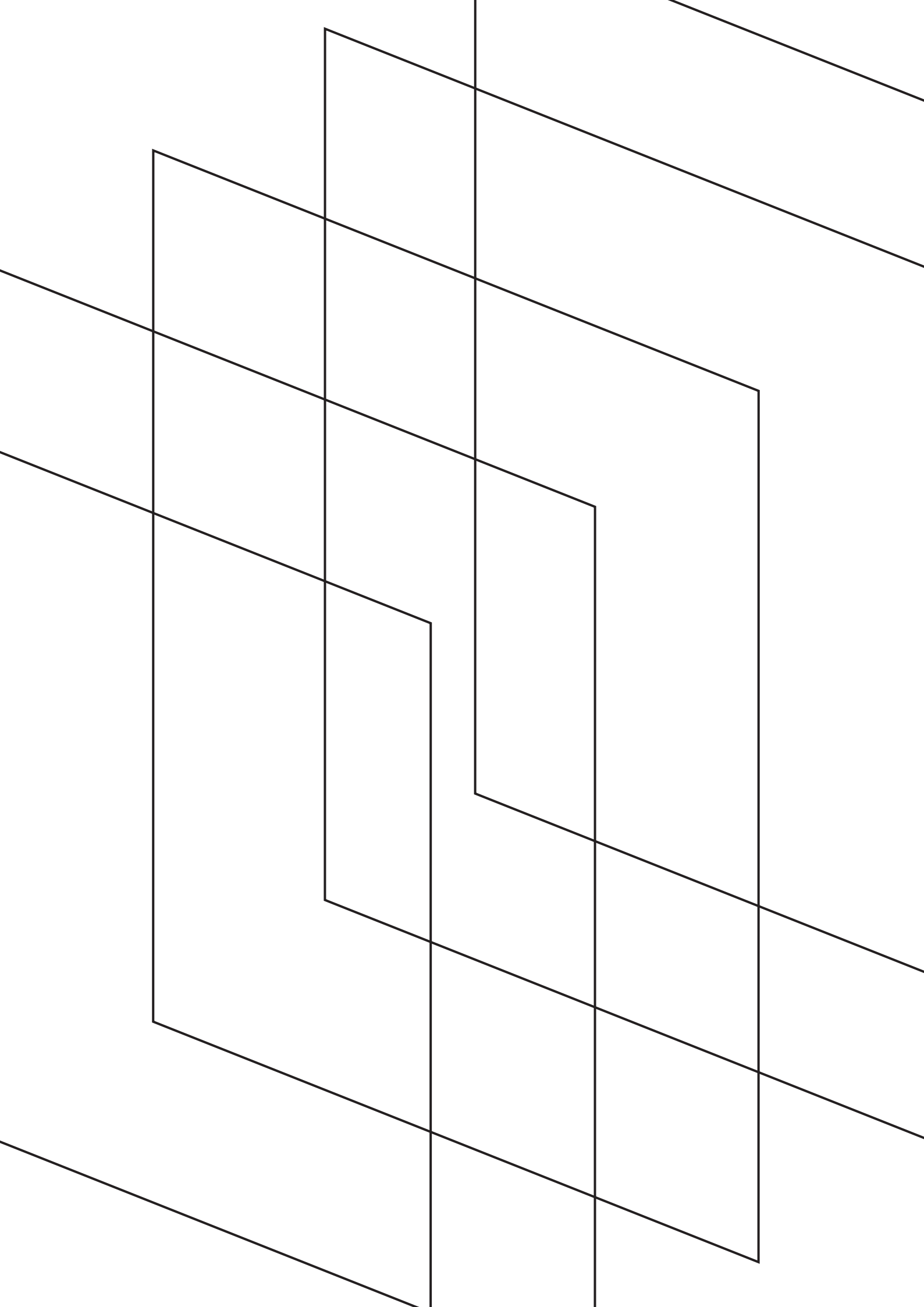
Financial Management

Administrative–Financial Office,
FPCE–University of Porto

* Association of History of Education of Portugal

Scientific Committee

Felicitas Acosta, General Sarmiento University, Argentina
Luis Alberto Alves, University of Porto, Portugal
Adelina Arredondo, Autonomous University of the State of Morelos, Mexico
Maria Helena da Câmara Bastos, Pontifical Catholic
University of Rio Grande do Sul, Brazil
Luciana Bellatalla, Ferrara University, Italy
Antonio Canales Serrano, Complutense University of Madrid, Spain
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Jeroen Dekker, University of Groningen, Netherlands
Klaus Dittrich, Education University of Hong Kong, Honk Kong
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Rita Hofstetter, University of Geneva, Switzerland
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Kira Mahamud Angulo, National Distance Education University, Spain
Damiano Matasci, University of Lausanne, Switzerland
Josephine May, University of Newcastle, Australia
Gary McCulloch, University College London Institute of Education, United Kingdom
Julie McLeod, University of Melbourne, Australia
Juri Meda, University of Macerata, Italy
Maria João Mogarro, University of Lisbon, Portugal
Attila Nobik, University of Szeged, Hungary
Emmanuelle Picard, École Normale Supérieure de Lyon, France
Pablo Pineau, University of Buenos Aires, Argentina
Maria del Mar del Pozo Andrés, University of Alcalá, Spain
André Robert, Lumière University – Lyon 2, France
Adriana Maria Paulo Silva, Federal University of Pernambuco, Brazil
Pablo Toro Blanco, Alberto Hurtado University, Chile
Angelo Van Gorp, University of Koblenz–Landau, Germany
Cynthia Greive Veiga, Federal University of Minas Gerais, Brazil
Johannes Westberg, Örebro University, Sweden
William Whyte, St John’s College – Oxford, United Kingdom



CONFERENCE PROGRAMME

WEDNESDAY JULY 17

09:00 – 13:00

PRE-CONFERENCE WORKSHOP

Room: 248

Who “speaks” and for whom? Approaches to (and along) working with autobiographical materials in History of Education research

Convenors: **Karen Lillie** (UCL Institute of Education),

Lisbeth Matzer (University of Cologne),

Lilli Riettiens (University of Cologne)

WEDNESDAY JULY 17

14:30 – 16:30

1.01. NATIONS, EMPIRES AND THE GEOPOLITICS OF KNOWLEDGE AND EDUCATION**Chair:** Cynthia Greive Veiga (Federal University of Minas Gerais)**Room:** 241*Institucionalización de la escuela pública brasileña: espacio de progreso, lugar de opresión socio-racial (siglos XIX–XX)***Cynthia Greive Veiga** (Federal University of Minas Gerais)*En búsqueda de un modelo para la educación ciudadana: La recepción y adaptación de las concepciones de educación ciudadana francesa y estadounidense en Costa Rica durante la primera mitad del siglo XX***Luis Carlos Morales Zuñiga** (Humboldt Universität zu Berlin)*Geolocating theoretical frameworks: Is the concept “black box of schooling” useful to study the Latin American school routine?***Sebastian Neut Aguayo** (Katholieke Universiteit Leuven)**2.01. CIRCULATIONS AND CONNECTIONS:
LOCAL, (TRANS)NATIONAL AND GLOBAL CARTOGRAPHIES****Chair:** Adriana Otoni Silva Antunes Duarte (Federal University of Minas Gerais)**Room:** 244*Circulation des connaissances en Éducation Spéciale dans la formations des enseignants – Enseignements de l'éducatrice portugaise Maria Irene Leite da Costa au Brésil (1957)***Adriana Otoni Silva Antunes Duarte** (Federal University of Minas Gerais),**Regina Helena de Freitas Campos** (Federal University of Minas Gerais)*From Paris to Rio de Janeiro: inventing of a space for educating deaf children in Brazil***Lucia Helena Reily** (State University of Campinas),**Cássia Geciauskas Sofiato** (University of São Paulo)*El papel de las agencias internacionales y de especialistas extranjeros en la definición de las políticas brasileñas de Educación Especial en el período de la dictadura civil militar (1964–1985)***Maria Edith Romano Siems-Marcondes** (Federal University of Roraima)*Circulation and transformation of “Pädagogische Lesungen” [pedagogical lectures] within a cross-institutional network in the GDR teacher training***Josefine Wähler** (BBF, Research Library for the History of Education at the DIPF, Leibniz Institute for Research and Information in Education, Humboldt University Berlin)**3.01. CONTRASTING SPACES: URBAN/RURAL; CENTER/PERIPHERY; METROPOLE/EMPIRE****Chair:** Eugenio Otero-Urtaza (University of Santiago de Compostela)**Room:** 245*“Beauty could now enter every school and every classroom” BBC radio for schools and the creation of a sense of place, national identity and citizenship, 1920s to the 1960s***Stephen Parker** (University of Worcester)*The school without walls: the open air as a learning space in the Institución Libre de Enseñanza in Madrid***Eugenio Otero-Urtaza** (University of Santiago de Compostela)

Rural space and modern craft: experience of self-learning of photography practice in Mato Grosso, Brazil (1950–60)

Maria Eduarda Ferro (University of São Paulo, State University of Mato Grosso do Sul)

Creating space to learn

Elsa Rodrigues (João de Deus Museum)

4.01. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Maria del Mar Pozo Andrés (University of Alcalá)

Room: 246

Trinchera y retaguardia, educación y cultura. Una aproximación icónica a través de las tarjetas postales en la Guerra Civil Española

José Francisco Jiménez Trujillo (Sociedad Española de Historia de la Educación)

Los juegos decrolyanos en los catálogos de material escolar en España (1920–1936)

Dolores Carrillo Gallego (Universidad de Murcia),

Antonio Maurandi López (Universidad de Murcia),

Pilar Olivares Carrillo (Universidad de Murcia)

De la escuela unitaria a la graduada: ¿una transición abrupta o gradual?

Maria del Mar Pozo Andres (University of Alcalá),

Antonio Viñao (University of Murcia)

4.02. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Lilli Riettiens (University of Cologne)

Room: 247

Doing spaces of education. Performative productions of bodies and spaces during journeys from Latin America to Europe (1837–1908)

Lilli Riettiens (University of Cologne)

Espacios de educación corporal, expresiones fotográficas de la modernidad en México (ca. 1920–1940)

Georgina Ramírez Hernández (Universidad Nacional Autónoma de México)

Un lugar para salvar a la infancia; el Instituto Nacional de Educación Física Gral. Belgrano, Argentina (1938–1967)

Angela Aisenstein (Universidad Nacional de Luján),

María Dolores Martínez (Universidad Nacional de Luján),

María Andrea Feiguin (Universidad Nacional de Luján)

The press for combatants, a place for education in the trenches

Avelina Miquel Lara (University of the Balearic Islands),

Francisca Comas Rubí (University of the Balearic Islands)

5.01. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Arnaldo Pinto Junior (State University of Campinas)

Room: 248

Places of memory as educational resources for democratic citizenship education in the teaching of social sciences

Emilio José Delgado-Algarra (University of Huelva),

Jesús Estepa Giménez (University of Huelva),

Antonio Alejandro Lorca-Marín (University of Huelva)

An early experience of environmental education: The Tree Festival [Fiesta del Árbol] in Spain at the beginning of the 20th century
Francisco Martín Zúñiga (Malaga University)

The Mediator Festival
Joana Henriques Correia (University of Lisbon)

Conocimientos históricos, educación moral y cívica en la escuela primaria: la difusión de concepciones republicanas por la Serie Puiggari-Barreto
Arnaldo Pinto Junior (State University of Campinas)

5.02. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Olaia Miranda Berasategi (University of the Basque Country)
Room: 249

La distribución de lo sensible: las configuraciones espaciales en el grado de educación infantil
Olaia Miranda Berasategi (University of the Basque Country),
Oihana Garro Larrañaga (University of the Basque Country)

The Silveira da Motta School group as a space of education and memory in São José dos Pinhais (Brazil)
Antonio Francisco Bobrowec (Federal University of Paraná)

Lugares y experiencias educativas: la diseminación de las fiestas escolares en la sociedad republicana paulista (1890–1920)
Renata Marcílio Cândido (Federal University of São Paulo)

Espacialidad e identidad pedagógica en los expedientes de oposición para direcciones de grupos escolares de 1932
Carlos Menguiano Rodríguez (Universidad de Alcalá)

Scholars and the league of teaching: representation and circulation spaces of pedagogical ideas in the state of Rio Grande do Norte, Brazil (1889–1930)
Olivia Moraes de Medeiros Neta (Federal University of Rio Grande do Norte),
Arthur Cassio de Oliveira Vieira (Federal University of Rio Grande do Norte),
Laís Paula de Medeiros Campos Azevedo (Federal University of Rio Grande do Norte)

6.01. SPACES OF CRITIQUE: ALTERNATIVE EDUCATIONS AND PEDAGOGIES

Chair: Raquel Pereira Henriques (Nova University of Lisbon)
Room: 253

Voyage au pays des expériences alternatives. Cartographie des contre-espaces à partir des archives du pédagogue Adolphe Ferrière (1879–1960)
Xavier Riondet (Université de Lorraine)

Waldorf Pedagogy as an alternative – a concrete example in Portugal
Raquel Pereira Henriques (Nova University of Lisbon/IHC)

“Places are Pedagogical”: Unpacking The Literature on Place-based Education and Developing a Theory of Change
Kristin Sinclair (University of Maryland, College Park)

Escola de Ponte: un proyecto pedagógico de referencia
Cláudia Pinto Ribeiro (Faculdade de Letras da Universidade do Porto/CITCEM),
Carlos Manique da Silva (Institute of Education – University of Lisbon)

7.01. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Michael Weismeyer (Southern Adventist University)

Room: 250

The luso-brazilian modernity in the relationship between the Catholic Church and state: the educational reforms from 1931 to 1961

Carlos Henrique de Carvalho (Federal University of Uberlândia),

Wenceslau Gonçalves Neto (University of Uberaba/Federal University of Uberlândia),

Luciana Beatriz de Oliveira Bar de Carvalho (University of Uberaba)

Empoderamiento femenino y cristianismo en la narrativa bíblica en contraste con la formación socioeducativa de la mujer en la historia de la educación brasileña (XIX-XX)

Edgleide de Oliveira Clemente da Silva (State University of Rio de Janeiro)

Science and Politics in Jesuit Education in Early California

Michael Weismeyer (Southern Adventist University)

The representation of catholic and political symbology in private education in Madrid during the first Francoism

Sara Ramos Zamora (Universidad Complutense de Madrid),

Teresa Rabazas Romero (Universidad Complutense de Madrid),

Carlos Sanz Simón (Universidad Complutense de Madrid)

Designing the Political opinion of children in violent and ongoing political conflict:

shaping the Political opinion of Jewish children on war and peace during the Arab Revolt (1936–1939)

Zehavit Schenkolewski (Ashqelon Academic College)

18 7.02. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Linda Eisenmann (Wheaton College, Massachusetts)

Room: 252

Angola y el giro de las Reformas del Sistema Educativo de 1964–2016

Rebeca Helena André (University Gregório Semedo)

The Politics of Educational Space: Differences in the Process of Desegregating American Colleges and Universities, 1954–1970

Linda Eisenmann (Wheaton College, Massachusetts)

Espacio curricular en disputa. La teoría de la evolución en el currículo escolar chileno durante el siglo 20

Patricia López Stewart (Universidad Alberto Hurtado)

PRP-14641 PREFORMED PANEL. THE COURSES OF HISTORY OF EDUCATION IN ARGENTINA, BRAZIL, ITALY, PORTUGAL AND SPAIN

Convenor: Antonio Fco. Canales Serrano (Universidad Complutense de Madrid)

Room: 254

Mapping the History of Education in Portugal: the place of subject in teacher education and consolidation of the scientific field

Maria João Mogarro (University of Lisbon)

History of Education courses in the faculties of Education in Spain

Antonio Fco. Canales Serrano (Universidad Complutense de Madrid),

Maria Jose Tacoronte Domínguez (Universidad de La Laguna),

Yasmina Alvarez Gonzalez (Universidad de La Laguna)

The History of Education in Brazil: a consolidated field
Marisa Bittar (Federal University of São Carlos),
Amarilio Ferreira Jr. (Federal University of São Carlos)

Mapping the History of Education in Italy, from quantitative to qualitative analysis
Fabio Pruneri (University of Sassari)

PRP-78779 PREFORMED PANEL. PUTTING RACE AND NATION IN THEIR PLACE: CONTESTING TWENTIETH-CENTURY U.S. EDUCATIONAL POLICY FROM THE AGE OF EMPIRE TO THE URBAN CRISIS

Convenor: Nicholas Kryczka (University of Chicago)
Room: 120

Education as Foreign Policy: Education Reforms during the U.S. Occupation of the Dominican Republic, 1916–1924

Alexa Rodriguez (Teachers College, Columbia University)

“Community,” “Choice,” and the Ethnic Politics of School Reform after the Urban Crisis

Nicholas Kryczka (University of Chicago)

Politics of Education at the crossroads of Pacific Imperialisms: the Private Korean Academies in Territorial Hawai‘i, 1906–1940

Jisoo Hyun (University of Washington)

PRP-88064 PREFORMED PANEL. ARCHIVES AS VIRTUAL AND PHYSICAL SPACES FOR HISTORY OF EDUCATION

Convenor: Stefanie Kollmann (BBF Research Library for the History of Education at DIPF)
Room: 113

Educational landscapes and teachers’ networks: Mapping virtual spaces

Stefan Cramme (BBF Research Library for the History of Education at DIPF),

Sabine Reh (Humboldt–Universität zu Berlin / BBF Research Library for the History of Education at DIPF),

Lars Müller (BBF Research Library for the History of Education at DIPF)

Wikis in Educational History

Stefanie Kollmann (BBF Research Library for the History of Education at DIPF),

Joachim Scholz (BBF Research Library for the History of Education at DIPF)

A search engine at the service of an educational history “pro-amateur revolution”

Stefan Kessler (University of Zurich),

Karin Manz (School of Education of North–Western Switzerland),

Christina Rothen (University of Zurich)

PRP-34412 PREFORMED PANEL. THE GLOBAL TRANSFER OF ECONOMIC KNOWLEDGE IN THE 20TH CENTURY

Convenor: Thomas Ruoss (KU Leuven)
Discussant: Nancy Beadie (University of Washington)
Room: Auditorium B2

The transfer of management education to India: a social epistemology of the Indian Institute of Management in Ahmedabad in historical perspective

Lourens van Haaften (KU Leuven)

Placing European management education: Switzerland as a battle ground after 1945

Michael Geiss (University of Zurich)

Vocational guidance in Africa and the imperial policies on education for economic and social development of colonies in late colonialism
Hugo Filipe Gonçalves Dores (Centre for Social Studies – University of Coimbra)

Deploying economic education in a development context. Banking associations and knowledge transfer to Africa, 1960s to 1980s
Thomas Ruoss (KU Leuven)

PRP–38113 PREFORMED PANEL. PLAYFUL AND SENSUOUS GOVERNANCE? EDUCATIONAL SPACES OUTSIDE SCHOOL

Convenor: Lisa Rosen Rasmussen (Aarhus University)
Room: 119

Spaces of Learning, Spaces of Memory: the library and the child
Ian Grosvenor (University of Birmingham),
Kate Spencer-Bennett (University of Birmingham)

1940's Porto city as a learning space: between happiness and fear
Gonçalo Canto Moniz (Centre for Social Studies – University of Coimbra)

Aesthetic Cuts of Smell and Taste. The Chocolate Factory as a Learning Space
Lisa Rosen Rasmussen (Aarhus University)

PRP–50737 MULTILINGUAL PANEL. HISTORICAL-EDUCATIONAL HERITAGE: BUILDINGS, ARTIFACTS AND SCHOOL INDUSTRY AS THEORETICAL AND METHODOLOGICAL ISSUES

Convenor: Diana Gonçalves Vidal (University of São Paulo)
Room: 112

From national school building projects to the imposition of transnational models: from the development of industrial capitalism to the power of international organizations in education
Margarida Louro Felgueiras (University of Porto)

Escolarización de masas, industrialización del material de enseñanza y desarrollo de los consumos escolares en Italia entre los siglos XIX y XX
Juri Meda (University of Macerata)

The Syndicat commercial du mobilier et du matériel d'enseignement and the transnational circulation/commercialization of the school museum (1892–1901)
Diana Gonçalves Vidal (University of São Paulo),
Wiara Rosa Alcântara (Federal University of São Paulo)

Desde Asturias: reflexionar sobre patrimonio escolar en tiempos y en territorios críticos
Aida Terron Bañuelos (Universidad de Oviedo)

The Syndicat commercial du mobilier et du matériel d'enseignement and the transnational circulation/commercialization of the school museum (1892–1901)
Wiara Rosa Rios Alcantara (Federal University of São Paulo),
Diana Gonçalves Vidal (University of São Paulo)

PRP–57031 MULTILINGUAL PANEL. EDUCATION BEYOND SCHOOL: THE INVENTION OF PLACES AND SPACES IN THE FIRST DECADE OF THE 20TH CENTURY

Convenor: Evelise Amgarten Quitau (Universidad de la República)
Room: Auditorium B1

Éduquer pour rendre heureux. L'espace publicitaire dans le combat de la mélancolie infantile – 1920–1940
Denise Bernuzzi de Sant'Anna (Pontifical Catholic University of São Paulo)

Le pique-nique, lieu d'éducation et de divertissement au Brésil (1900–1940): nature aménagée et vie au plein air
Carmen Lucia Soares (State University of Campinas)

Divertissement, éducation du corps et nature: étude sur le Parc Municipal de Belo Horizonte (1897–1928)
Maria Cristina Rosa (University of Minas Gerais)

In between singing, acting and exercising: gymnastics societies as places of education of German-Brazilian communities (first decades of the 20th century)
Evelise Amgarten Quitzau (Universidad de la República)

Entre naturalezas y disyunciones: urbanidades y educación del cuerpo en el Uruguay del '900
Gianfranco Ruggiano (Universidad de la República)

PSP 4.01. ABOUT LAIC/SECULAR EDUCATION. CONTRASTING SPACES: URBAN/RURAL/LOCAL; CENTER/PERIPHERY; METROPOLE/EMPIRE

Chair: Ismail Ferhat
Room: 111

Cadre juridique, application effective de la laïcité et faillite de la laïcité en République Centrafricaine
Jean-Louis Yerima Banga (Université de Picardie Jules Verne)

Under threat: the perception of the secular sectors facing the crisis of the Teaching State. Transnational and local perspectives. Chile, c.1950–c.1965
Pablo Toro Blanco (Universidad Alberto Hurtado)

Laicity and catholic schools in contemporary Brazil
Guilherme Ramalho Arduini (Federal Institute of Education, Science and Technology),
Agueda Bernardete Bittencourt (State University of Campinas)

Secularism and Religious education at the test of school rhythms (France), 1979–2001
Julien Cahon (Université de Picardie Jules Verne)

21

PSP 5.01. MULTILINGUAL PANEL. MAPPING THE DISCIPLINE HISTORY OF EDUCATION INTERNATIONAL CARTOGRAPHY ON THE HISTORY OF EDUCATION (2014–2018). STATISTICAL ANALYSIS AND CRITICAL REFLECTIONS FROM SPECIALIZED SCIENTIFIC JOURNALS

Chair: Carmen Sanchidrián Blanco (Universidad de Málaga), Antonella Cagnolati (University of Foggia)
Room: Auditorium A

Cartography, production and internationalization of the History of Education (2014–2018) in Continental Europe and Australia. Analysis from specialized scientific journals
José Luis Hernández Huerta (University of Valladolid),
Patricia Quiroga Uceda (Universidad Nacional de Educación a Distancia),
Mariano González Delgado (Universidad de La Laguna)

Cartography, production and internationalization of the History of Education (2014–2018) in Mediterranean Europe. Analysis from specialized scientific journals
Antonella Cagnolati (University of Foggia), **Carmen Sanchidrián-Blanco** (University of Malaga),
Iván Pérez Miranda (FahrenHouse)

Cartography, production and internationalization of History of Education (2014–2018) in Canada and the United States. An analysis of specialized scientific journals
Jon igelmo Zaldivar (Complutense University of Madrid)
Juan-Luis Rubio-Mayoral (University of Sevilla)

Cartografía, producción e internacionalización de la Historia de la Educación (2014–2018) en América Latina. Análisis a partir de las revistas científicas especializadas
Andrés Payà Rico (Universidad de Valencia),
Sara González Gómez (Universitat de les Illes Balears),
Tatiane de Freitas Ermel (Integrated Regional University of Alto Uruguai and Missões)

WEDNESDAY, JULY 17

THURSDAY JULY 18

09:00 – 11:00

1.02. NATIONS, EMPIRES AND THE GEOPOLITICS OF KNOWLEDGE AND EDUCATION**Chair:** Patrick Wagner (Anne Frank Primary School Berlin)**Room:** 254*Deutschkurse in Kanada: the geopolitics of German language education in Canada, 1950–2000***John Allison** (Nipissing University)*The English-language classroom in the GDR – a space of antagonistic geopolitics***Patrick Wagner** (Anne Frank Primary School Berlin)*Cultivating connection to place: Nature Study in the New Zealand curriculum 1903–1938***Frances Kelly** (University of Auckland)*Hungarian Scouting – World Scouting (1910–1948)***Magdolna Rébay** (University of Debrecen)*Body and space in the Greek monitorial school***Georgios Tzartzas** (University of Western Macedonia, Greece)**2.02. CIRCULATIONS AND CONNECTIONS: LOCAL, (TRANS) NATIONAL AND GLOBAL CARTOGRAPHIES****Chair:** Reisla Suelen de Oliveira Silva (University of Lisbon)**Room:** 241*Book production and reading practices in Mexico and Colombia.**Connections and specificities of two National Education Projects (1920–1946)***Francisco Javier Rosales Morales** (Centro de Investigaciones y de Estudios Avanzados del IPN)*Circulation of Pedagogy lessons in Brazil and Portugal***Francinaide de Lima Silva Nascimento** (Federal Institute of Education, Science and Technology of Rio Grande do Norte)*The presence of the educational thinking of Jean Ovide Decroly in the Portuguese pedagogy and didactics handbooks (1920–1960)***Reisla Suelen de Oliveira Silva** (University of Lisbon)*The consolidation and internationalization of research on History of Education in Brazil (1980–2018)***Maria Helena Camara Bastos** (Pontifical Catholic University of Rio Grande do Sul),**Décio Gatti Junior** (Federal University of Uberlândia)**3.02. CONTRASTING SPACES: URBAN/RURAL; CENTER/PERIPHERY; METROPOLE/EMPIRE****Chair:** Solenn Huitric (ENS de Lyon/LARHRA)**Room:** 244*Middle schools in sparsely populated areas – Spatial patterns and reconfigurations of secondary education in rural France***Roth Hélène** (Université Clermont Auvergne),**Vergnaud Guillaume** (Université Clermont Auvergne)*Opening a new secondary public school: the dissemination of a national model in 19th century France***Solenn Huitric** (ENS de Lyon/LARHRA)

*Educación secundaria en Rio Grande do Sul, Brasil (1889–1930):
estrategias del Partido Republicano Rio-grandense*
Giana Lange do Amaral (Federal University of Pelotas)

*Secondary education in the French shrinking rurality context through
a statistical inquiry between 1970's and the 2010's*
Antoine Laporte (ENS de Lyon)

4.03. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Ana Clara Bortoleto Nery (State University of São Paulo)
Room: 120

The primacy of visibility in countrified place: the building of the Normal School of Piracicaba
Ana Clara Bortoleto Nery (State University of São Paulo),
Tony Honorato (State University of Londrina)

Comparative Education at University of São Paulo: spaces of a disputed discipline (decades from 1930 to 1980)
Eduardo Perioli Junior (University of São Paulo),
Vivian Batista da Silva (University of São Paulo)

*Educando Magazine (Education Magazine): a space dedicated to sharing ideas and to teacher
education in the state of Minas Gerais (1940–1946)*
Rafaela Magalhães França Beschizza (University of São Paulo)

4.04. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Maria Romeiras Amado (Education Institute – University of Lisbon)
Room: 245

Hide-and-read. Children's books as safe spaces for unseen explorations of sexual orientation
Sanne Parlevliet (University of Groningen)

Hide and seek. Space and senses on Modernity schools for the blind
Maria Romeiras Amado (Education Institute – University of Lisbon)

*From a place of documentation to a space of exploration. Tracing the evolution
of a resource center for teachers (1950s until present)*
Kerstin te Heesen (University of Luxembourg),
Christina Siry (University of Luxembourg)

FANFICS: lectura y escritura como espacio de educación
Lauriana Gonçalves de Paiva Guttierrez (State University of Rio de Janeiro),
Vanessa dos Santos Novais (State University of Rio de Janeiro),
Ana Paula Marques Sampaio Pereira (Federal University of Juiz de Fora)

William Morris and the Red House: Crafting an Historical Pedagogical Legacy
Shawn Michael Bullock (University of Cambridge)

5.03. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: António Gomes Ferreira (University of Coimbra)
Room: 246

*Cartography and school architecture. Considerations on the 60 years of the relationship
between the city of Coimbra (Portugal) and its teachers training school (1930–1989)*
António Gomes Ferreira (University of Coimbra),
Luís Mota (Polytechnic Institute of Coimbra),
Carla Vilhena (University of Algarve)

The training of early childhood educators in Portugal: Students memories of Instituto de Educação Infantil (1954–1975)

Carla Vilhena (University of Algarve),
António Gomes Ferreira (University of Coimbra),
Luís Mota (Polytechnic Institute of Coimbra)

Las universidades de prestigio como espacio de socialización de la élite chilena: percepciones de los alumnos

Maria Luisa Quaresma (Universidad Autónoma de Chile)

6.02. SPACES OF CRITIQUE: ALTERNATIVE EDUCATIONS AND PEDAGOGIES

Chair: Petra Regina Moog (Sophia Academy)

Room: 247

21st Century School Design

Karim Najjar (American University of Beirut),
Sarah Rita Kattan (American University of Beirut)

Professional Support for innovative Learning Spaces

Petra Regina Moog (Sophia Academy)

Las escuelas-parques y el proyecto urbano de Brasília: relaciones entre el espacio de la ciudad y lo espacio de la escuela

Tayanne da Costa Freitas (University of Brasilia/SEEDF),
Ingrid Dittrich Wiggers (University of Brasilia)

African American Education in Non-formal Spaces: Civic Organizations and the Cultivation of Educational Ideas and Activities, 1890–1950

Christine Woysner (Temple University)

The Exile Schools in African Revolutions: The Mozambican Institute and the PAIGC Pilot School in Conakry

Orlando Daniel Chemane (Maputo Pedagogical University)

25

7.03. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Catherine Freeman (University of Greenwich)

Room: 249

Las primeras mujeres congresistas en España durante la dictadura de Primo de Rivera

Isabel Grana Gil (Universidad de Málaga),
Guadalupe Trigueros Gordillo (Universidad de Sevilla),
Victoria Robles Sanjuan (Universidad de Granada)

Guildford High School: new spaces for Surrey girls, 1893 to 1904 and a “thoroughly efficient education”

Catherine Freeman (University of Greenwich)

Impact of Economic Empowerment Programme on Female Access To Adult and Non-Formal Education in Nigeria, 1999–2019

Hannah Adebola Aderonke Okediji (Ministry of Education, Science and Technology, Nigeria)

Place and space for women in rural areas in Iceland and Scotland

Anna Guðrún Edvardsdóttir (University of Iceland)

The Reflect about Women Education in early Twentieth Century Spain. The Sway of the Modern Sciences

María José Tacoronte Domínguez (Universidad de La Laguna)

7.04. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Giulia Fasan (Università degli studi di Padova)

Room: 250

“Invaders” in Harvard Yard: Expanding Access to Spaces and Places of Higher Education through Summer Sessions for Schoolteachers at U.S. Colleges and Universities, 1890s–1930s

Christine A. Ogren (University of Iowa)

Experimenting with Spaces and Places: Experimental Colleges and Higher Education in the United States

Marc VanOverbeke (University of Illinois at Chicago)

Co-Participating in Higher Education Extension Projects: Children and Housing

Débora Sanches (Fine Arts/FAU Mackenzie),

Aline Nassaralla Regino (Fine Arts)

Teachers at General Secondary Schools as Creators of Independent Spaces at School Under Totalitarianism in Poland (1945–1989)

Justyna Gulczyńska (Adam Mickiewicz University in Poznan)

Evolutionary trends in extracurricular-education settings in late 20th-century Italy

Giulia Fasan (Università degli studi di Padova)

PRP–83429 PREFORMED PANEL. SECULAR AND RELIGIOUS SINGLE WOMEN TEACHERS IN SPACES AND PLACES OF EDUCATION

Convenor: Kay Whitehead (Flinders University)

Room: 252

Between “spinster” and “shiny cowbird”: women teachers in the 1920s in Brazil

Diana Gonçalves Vidal (University of São Paulo)

Brides of Christ in Academic Robes: Canadian Women religious as Professors 1885–1930

Elizabeth Smyth (University of Toronto)

Freedom forged in the crucible of chastity: transnational perspectives on women who became teaching Sisters, 1830–1960

Deirdre Raftery (University College Dublin)

‘Unprecedented opportunities’ for British Women Education officers in the African colonies?

Kay Whitehead (Flinders University)

PRP–81541 MULTILINGUAL PANEL. CURRICULAR REFORMS IN DEMOCRATIC TIMES: CIRCULATION OF IDEAS, PEOPLE AND AGENCIES FOR THE CONFIGURATION OF NETWORKS OF INTERNATIONAL ACTIONS (1950 –1970)

Convenor: Halferd Carlos Ribeiro Junior (Federal University of Fronteira Sul)

Room: 253

Influencia de las agencias internacionales en la Reforma del Plan de Enseñanza Secundaria de 1963 en el Uruguay

Antonio Romano (Universidad de la República)

International organizations and the path of education development in Portugal (1960–1976)

Luís Grosso Correia (University of Porto)

Educating for Democracy: The Teaching of History in Brazil and the 1950s’ UNESCO Conferences

Halferd Carlos Ribeiro Junior (Federal University of Fronteira Sul)

PRP-55123 MULTILINGUAL PANEL. THE IMPACT OF ECONOMIC DEVELOPMENT ON CURRICULAR CHANGES IN THE LATER YEARS OF THE FRANCO DICTATORSHIP AND THE DEMOCRATIC TRANSITION IN SPAIN. THEIR REPRESENTATION IN SCHOOL TEXTBOOKS

Convenor: Gabriela Ossenbach Sauter (Universidad Nacional de Educación a Distancia)

Room: Auditorium A

Tourism imagery as an instrument of political socialization in textbooks of the late Franco Dictatorship and the Spanish Transition to Democracy

M. Yovana Hernández Laina (Universidad Nacional de Educación a Distancia)

The emergence of «Environmental education» as a curricular subject in Spain. Economic, normative and textual references from the period of the democratic transition

Manuel Ferraz-Lorenzo (Universidad de La Laguna)

School textbooks: spaces for the construction of a female economic identity. An overview of their study in the Spanish democracy (1975–2018)

Virginia Guichot-Reina (Universidad de Sevilla)

Mental Mapping of Urban Places and Spaces in Spanish Primary Education.

How Textbooks from the late Franco Dictatorship and the Transition to Democracy (1970–1982) portray the Impact of Economic Development in Cities during the 1960s

Kira Mahamud Angulo (Universidad Nacional de Educación a Distancia),

Cecilia Milito Barone (Universidad Nacional de Educación a Distancia)

The economic conception of the State in Social Science textbooks during the Democratic Transition in Spain: notes for research on the subject

Mariano González-Delgado (Universidad de La Laguna),

Cristian Machado-Trujillo (Universidad de La Laguna)

27

PRP-71952 SYMPOSIUM. OCCUPATION OF THE PUBLIC SPACE: GIRLS AND YOUNG WOMEN IN EUROPE AFTER 1945
PANEL 1

Convenor: Ulrike Mietzner (Technische Universität Dortmund)

Discussant: Sarah Van Ruyskensvelde (University of Leuven)

Room: 248

Introduction: Space, the Body and the Urban: an historical and theoretical framework

Ian Grosvenor (University of Birmingham)

Soviet female “tractor driver” movement and its representation in educational spaces of Poland and Latvia

Katarzyna Stańczak-Wiślicz (Polish Academy of Sciences),

Iveta Kestere (University of Latvia)

The public sphere as desired or endangering space? Narratives about the occupation of public space in the field of youth welfare (1950–1980)

Flavia Guerrini (University of Innsbruck),

Ulrich Leitner (University of Innsbruck)

PRP-10875 SYMPOSIUM. EDUCATIONAL HISTORY AND THE CHALLENGES OF JUSTICE: CONTESTED SPACES AND THEIR LEGACIES

PANEL 1

Convenors: Matilda Keynes (Umeå University) and Beth Marsden (Latrobe University)

Discussant: Mette Buchardt (Aalborg University)

Room: 113

Historical Justice: From Courtroom to Classroom

Matilda Keynes (Umeå University)

Demanding Dialogue in an Unsettled Settler State: Implications for Education and Justice

Sophie Rudolph (University of Melbourne)

'The test we've always failed': Curriculum, reconciliation, and histories of Indigenous education in Australia

Beth Marsden (Latrobe University)

How Dutch Teachers Construct Race in White Spaces of Education (1968–2017)

Maria Luce Sijpenhof (University of Alcalá)

SWG 2.01. GROWING UP IN OUT-OF-HOME CARE: HISTORY OF CHILDREN IN FOSTER FAMILIES & RESIDENTIAL HOMES

Chair: Joelle Droux

Room: Auditorium B2

Négocier l'accès aux archives de la protection de l'enfance: une recherche suisse romande, entre droit à l'oubli et devoir de mémoire

Joelle Droux (Geneva University),

Rebecca Crettaz (Geneva University),

Arnaud Frauenfelder (HETS Geneva),

Olivia Vernay (Geneva University/HETS Geneva)

Researching the dynamics of change and persistence in out of home care.

Reflections on the combination of oral and written sources

Michaela Ralser (University of Innsbruck)

Puzzling history – the personal file in residential care: a source for life history and historical research

Lieselot De Wilde (Ghent University),

Bruno Vanobbergen (Ghent University)

Children's Memories of Abuse: Public Debates and the Politics of Reparations of Institutional 'Care' in France

David Niget (Université d'Angers)

SWG 5.01. MAPPING THE DISCIPLINE HISTORY OF EDUCATION HISTORIOGRAPHICAL ACCOUNTS

Chair: José Gonçalves Gondra, Rita Hofstetter, Solenn Huitric

Room: 111

History of Education in post-Soviet Eastern Europe

Attila Nóbik (University of Szeged),

Iveta Kestere (University of Latvia),

Justyna Gulczynska (Adam Mickiewicz University Poznań)

Societies of history of education in Latin America: spaces of production and dissemination of knowledge

Olivia Morais de Medeiros Neta (Federal University of Rio Grande do Norte)

What the future holds for history of education? A Russian perspective

Kornetov Grigory Borisovich (SEI HPT «Academy of Public Administration»),

Astafieva Elena Nikolaevna (SEI HPT «Academy of Public Administration»),

Anastasiya Germanovich (National Research University Higher School of Economics,
SEI HPT «Academy of Public Administration»),

Yakovleva Nataliya Raifovna (SEI HPT «Academy of Public Administration»)

SWG 7.01. MIGRANTS, MIGRATION AND EDUCATION

Chair: Kevin Myers (University of Birmingham)

Room: Auditorium B1

Thinking about migrations in History classroom

Mariana Lagarto (CITCEM)

History pedagogy and identity development in Greek supplementary schools in England

Angeliki Voskou (University of Birmingham)

Intersecting Disciplines: Using Intersectionality in Histories of Migrant Children's Play and Peer Groups

Emily Barker (University of Greenwich)

Migrants, Modernity and Pedagogy: concepts and processes in the history of education

Kevin Myers (University of Birmingham)

SWG 9.01. REFORMISM(S), PROGRESSIVISM(S), CONSERVATISM(S) IN EDUCATION WHAT CRITICAL ARGUMENTATIONS? (REFORPRO)

Chair: André Robert & Joaquim Pintassilgo

Room: 112

Réformisme pédagogique et progressisme politique: les élections des représentants de l'enseignement secondaire au Conseil supérieur de l'instruction publique en 1880

Verneuil Yves (Université Lumière Lyon 2)

Theosophy and éducation at the begining of the XXth century: between progressism and conservatism

Sylvain Wagnon (University of Montpellier)

École publique et éducation nouvelle: un débat en 1950 en Suisse romande

Frédéric Mole (Université de Genève)

Le montessorisme dans l'institution publique de l'après seconde guerre mondiale: l'expérience de l'école nouvelle de Boulogne (1947–1956)

Fabienne Serina-Karsky (Université Paris 8)

Institute of Arts of the University of the Federal District (RJ) in the space of power of Brazilian Republic (1935–1939)

José Roberto Pereira Peres (Pontifical Catholic University of Rio de Janeiro)

THURSDAY, JULY 18

THURSDAY JULY 18

11:30 – 13:00

1.03. NATIONS, EMPIRES AND THE GEOPOLITICS OF KNOWLEDGE AND EDUCATION**Chair:** Tom Woodin (UCL Institute of Education)**Room:** 241*The Co-operative College in the post war years: Cold War, colonialism and co-operation in rural Britain?***Tom Woodin** (UCL Institute of Education)*Education in a “faraway” place: Latvian press about education in Africa (1925–1965)***Martins Marsons** (State Archives of Latvia)*A mystery similar to “Needham’s Puzzle” in global higher education needs to be solved***Wang Feng Yu** (Shenyang Normal University)**2.03. CIRCULATIONS AND CONNECTIONS: LOCAL, (TRANS) NATIONAL AND GLOBAL CARTOGRAPHIES****Chair:** Annmarie Valdes (TTEC Global; Loyola University Chicago)**Room:** 244*Doctors, not daughters, Publishers, not wives: (Re)centring the intellectual power of women during the mid-nineteenth century***Annmarie Valdes** (TTEC Global; Loyola University Chicago)*Women activists in the city: Mapping an urban constellation***Siân Roberts** (University of Birmingham)*La cultura escolar católica y la educación de las niñas pobres: un estudio sobre la Congregación de las Pequeñas Hermanas de la Divina Providencia (1903–1923)***Miriam Fernandes Muramoto** (University of São Paulo)*Transnational skills development in industrialising economies: the case of the Ecole d’Artisans de l’Etat in Luxembourg***Klaus Ditttrich** (Education University of Hong Kong)

31

3.03. CONTRASTING SPACES: URBAN/RURAL; CENTER/PERIPHERY; METROPOLE/EMPIRE**Chair:** Wenceslau Goncalves Neto (University of Uberaba/Federal University of Uberlândia)**Room:** 245*Public-private initiative and education in Portugal in the nineteenth century: school for boys in the parish of São Vicente de Pereira (1888–1892)***Wenceslau Goncalves Neto** (University of Uberaba/Federal University of Uberlândia),**Justino Magalhães** (University of Lisbon),**Carlos Henrique de Carvalho** (Federal University of Uberlândia)*Are Kindergartens in remote rural regions left behind? Regional differences of structural characteristics of ECCE institutions – by the example of Upper Franconia***Doreen Müller** (Leibniz Institute for Educational Trajectories)

Public education in the State of Espírito Santo, Brazil: principles of pedagogical renewal in urban and rural schools (1928–1937)

Regina Helena Silva Simões (Federal University of Espírito Santo),

Rosianny Campos Berto (Federal University of Espírito Santo),

Rafaelle Flaiman Lauff (Federal University of Espírito Santo)

Periférico Planificado: las escuelas de los barrios populares de la ciudad de Campinas, São Paulo, en las décadas de 1960 y 1970

Rayane Jéssica Aranha da Silva (State University of Campinas)

4.05. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Hilda T.A. Amsing (University of Groningen)

Room: 246

Freedom behind a fence. Inner space and outer place in classic children's books of Dutch reform pedagogues

Hilda T.A. Amsing (University of Groningen),

Sanne Parlevliet (University of Groningen)

“Armando a los infantes inocentes con el signo de la Cruz, Agnus Dei, Agua Benta, reliquias e imágenes de Santos”: asistencia espiritual a los niños en los manuales religiosos portugueses, siglos XVII

Fernando Ripe (Federal University of Pelotas)

The didactics manuals as a space of power in the formation of teachers: in focus, the didactic manual (1930)

Leonardo Marques Tezza (State University of São Paulo),

Laiene Okimura Kadena (State University of São Paulo),

Rosane Michelli de Castro (State University of São Paulo)

32

Once upon a time there was the nanquinote library: between children's stories and representations

Michele Ribeiro de Carvalho (State University of Rio de Janeiro)

4.06. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Vitaly Bezrogov (Institut Strategii Razvitiya Obrazovaniya)

Room: 247

A Little Review in Warsaw

Alcione Nawroski (University of Warsaw)

City images as presented in elementary schoolbooks in the mid–19th century

Vitaly Bezrogov (Institut Strategii Razvitiya Obrazovaniya)

Educational Space of the City in Greek Tragedies by Aeschylus, Sophocles and Euripides

Victoria K. Pichugina (Institute for Strategy of Education Development of the Russian Academy of Education),

Yana A. Volkova (RUDN University)

The significance of reflectiveness in educational space on the example of Ignatian pedagogy

Marzena Chrost (Jesuit University Ignatianum in Krakow),

Andrzej Pawel Bies (Jesuit University Ignatianum in Krakow)

5.04. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Maria Stylianou (Democritus University of Thrace/Greece)

Room: 248

Places of memory of 1821. Representations of Greek Revolution in public space

Maria Stylianou (Democritus University of Thrace/Greece)

From Refugees to Residents Jewish Refugees from Nazi Germany as agents of change in the Scottish Jewish Community Educational system: 1933–1955
Daniel Coussin (Ohalo College of Education)

The memory of school time during “Estado Novo” in a sociodynamic perspective
Rooney Figueiredo Pinto (University of Coimbra)

5.05. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Myriam Southwell (CONICET/Universidad Nacional de La Plata)
Room: 249

Practices of pedagogical spaces and ideas: the reports of Nestor dos Santos Lima’ trips (1913 e 1923)
Laís Paula de Medeiros Campos Azevedo (Federal University of Rio Grande do Norte),
Olívia Moraes de Medeiros Neta (Federal University of Rio Grande do Norte)

Local cultural and educational spaces as a school topic during the Franco regime
Gabriel Barceló-Bauzá (University of the Balearic Islands),
Francisca Comas Rubí (University of the Balearic Islands),
Sara González Gómez (University of the Balearic Islands)

Sentimientos sobre el propio espacio: la encuesta magisterial de folklore (Argentina, 1921)
Myriam Southwell (CONICET/Universidad Nacional de La Plata)

6.03. SPACES OF CRITIQUE: ALTERNATIVE EDUCATIONS AND PEDAGOGIES

Chair: Daniel Töpfer (Humboldt–Universität zu Berlin)
Room: 250

The history of the Hungarian preschool education and its effect on today’s Romanian preschool education
Erzsébet Habinyák (Education Doktoral School of Pécs)

Kritik der ungarischen Pädagogik. Das Wertevermittelnde und Fähigkeitsfördernde Programm
Judit Langer-Buchwald (Eötvös Loránd University, Hungary)

School buildings in the pedagogic, administrative and architectural perspective – About the emergence of “graded school buildings” in Prussia (1827–1913)
Daniel Töpfer (Humboldt–Universität zu Berlin)

PRP–11699 PREFORMED PANEL. INNER SPACES. MENTAL AND BODILY PERCEPTION AND CONSTRUCTION OF SPACE IN SOME LIFE REFORM RELATED EDUCATIONAL INITIATIVES OF THE FIRST HALF OF THE 20TH CENTURY

Convenor: Brigitta Zsuzsanna Balogh (Eötvös Loránd University/Partium Christian University)
Room: 252

Inner spaces as places of education – Pedagogical perspectives on Buddhism
Lajos Komar (Eötvös Loránd University)

Open spaces in nature as alternative sides for educating dancers
Janka Balogh (Eötvös Loránd University)

Perception and Construction of Space in the Movement Pedagogy of Valéria Dienes
Brigitta Zsuzsanna Balogh (Eötvös Loránd University / Partium Christian University)

PRP-62543 PREFORMED PANEL. SPATIALIZING PAST TEACHING PRACTICES: THEORY AND HISTORIOGRAPHY

Convenor: Marcelo Caruso (Humboldt-Universität zu Berlin)

Room: 253

Historical and praxeological observations: Spaces and activities in german schools during the 1960s

Sabine Reh (Humboldt-Universität zu Berlin/BBF Research Library for the History of Education at DIPF),

Kathrin Berdelmann (Independent Researcher)

Visual and material sources for spatializing school practices. A reconsideration of architectural plans, photographs and narratives of classroom life, Buenos Aires 1880-1920

Inés Dussel (DIE-CINVESTAV)

Placing and Spatializing in classroom management (Western Europe in the 19th century)

Marcelo Caruso (Humboldt-Universität zu Berlin)

PRP-78623 PREFORMED PANEL. THE PLACE OF TEACHER PREPARATION IN CHILE, IRELAND AND SOUTH AFRICA

Convenor: Linda Chisholm (University of Johannesburg)

Room: 254

Colleges and Universities as Contested Spaces for the Preparation of Teachers in South Africa

Linda Chisholm (University of Johannesburg)

Controversial policies and their impact on the institutionalisation and quality of Chilean teacher education (1982-2016)

Beatrice Avalos-Bevan (University of Chile)

Teacher preparation in Ireland – the ‘universitisation’ and the geography of the initial teacher education

Teresa O’Doherty (Marino Institute of Education, Dublin)

PRP-88530 MULTILINGUAL PANEL. ARCHITECTURE, DISCOURSES AND SCHOOL PRACTICES IN EUROPE AND IBERO-AMERICA (19TH AND 20TH CENTURIES): THE CASES OF BRAZIL, ITALY, PORTUGAL AND SWITZERLAND

Convenor: Tatiane de Freitas Ermel (Integrated Regional University of Alto Uruguai and Missões)

Room: 120

The educationalization of school architecture in Switzerland during the first half of the 20th century

Marianne Helfenberger (Swiss University of Distance Learning)

Raul Lino and the decorative program of the Primary School of Alcântara (1915)

Carlos Manique da Silva (University of Lisbon)

Diseño arquitectónico de la escuela primaria en Río Grande do Sul/Brasil:

concurso de edificaciones escolares y la idealización de um nuevo espacio para la infancia (1928)

Tatiane de Freitas Ermel (Integrated Regional University of Alto Uruguai and Missões)

**PRP-71952 SYMPOSIUM. OCCUPATION OF THE PUBLIC SPACE:
GIRLS AND YOUNG WOMEN IN EUROPE AFTER 1945**

PANEL 2

Convenor: Ulrike Mietzner (Technische Universität Dortmund)

Discussant: Sarah Van Ruyskensvelde (University of Leuven)

Room: 111

Girl Trouble – ‘Teddy Girls’ in Post War London

Nicole Nunkesser (TU Dortmund University)

Libraries in women’s lives in the late 20th century

Kate Spencer-Bennett (University of Birmingham)

Space and body: Women’s Peace Movement and Public Space in the GDR

Ulrike Mietzner (Technische Universität Dortmund)

**PRP-41043 SYMPOSIUM. EDUCATIONAL HISTORY AND THE CHALLENGES OF JUSTICE:
CONTESTED SPACES AND THEIR LEGACIES**

PANEL 2

Convenors: Matilda Keynes (Umeå University) and Beth Marsden (Latrobe University)

Discussant: Julie McLeod (University of Melbourne)

Room: Auditorium A

Playing Freely: Histories of contested play spaces inside and outside schools in postwar Britain

Emily Barker (University of Greenwich)

A Separated Space. The City Asylum for Feeble-Minded Children at Berlin Dalldorf 1880–1900

Jona Garz (Humboldt–University Berlin)

Section 28, Sex Education and the Contested Authority of the Teacher in 1980s Britain

Eleanor Simpson (University of Winchester)

**SWG 1.01. GENDERING LOCAL, NATIONAL, REGIONAL, TRANSNATIONAL
AND SUPRA-NATIONAL HISTORIES OF EDUCATION**

WOMEN AS TRANSNATIONAL MIGRANT PROFESSIONALS

Chair: Nelleke Bakker (University of Groningen)

Room: 113

*Networks and the Transnational Expansion of Mother Cabrini’s Institute
as an Independent Female Educational Organization, 1887–1917*

Maria Patricia Williams (UCL Institute of Education)

*The entanglement between yearning for new femininity in the old country,
and the gender-blindness teaching profession in the new homeland*

Tali Tadmor-Shimony (Ben–Gurion University of the Negev)

Female Engagement in American Education in the Nineteenth Century

Jamilly Nicacio Nicolete (Educational Foundation of Penápolis),

Arilda Ines Miranda Ribeiro (State University of São Paulo / Presidente Prudente)

Traces of social work between Germany and mandatory Palestine:

Jewish practitioners as a case study for professional reconstruction

Dayana Lau (Martin–Luther–University Halle–Wittenberg),

Ayana Halpern (Hebrew University of Jerusalem)

SWG 3.01. HISTORY OF EDUCATIONAL FUNDING: MODELS, DEBATES & POLICIES – INTERNATIONAL PERSPECTIVE (1800–2000)

FUNDING EDUCATION: LOCAL VS NATIONAL COMMITMENT

Chair: Damiano Matasci

Room: Auditorium B1

Funding Elementary Education in colonial India: An analysis of debates

Chandra Lekha Singh (Jawaharlal Nehru University)

Occupying Gendered and Denominational Spaces: The Hidden Financiers of Catholic Education in Post-Penal Ireland

Deirdre Bennett (University College Dublin)

The building of a funding model for secondary education in 19th century France: the effect of state-managed schools

Solenn Huitric (ENS de Lyon/LARHRA)

The financial structure of primary education at the dawn of the Republic of Colombia 1819–1830

John Cardenas (National University of Colombia)

SWG 4.01. HISTORY OF LAIC EDUCATION: CONCEPTS, POLICIES AND PRACTICES AROUND THE WORLD

DEFINING SEMANTIC FIELDS AND BORDERS OF SECULARISM? INTEGRATING THE WORD “LAÏCITÉ”, “LAIC” AND “LAIC EDUCATION” IN DICTIONARIES

Chair: Felicitas Acosta

Room: Auditorium B2

- 36 *The laic school before the laic school: back to the Commune de Paris*
Christophe Miqueu (Université de Bordeaux)

Defining a semantic field of secularism? Integrating the word “laïcité”, “laic” and “laic education” in French dictionaries (XIXe–XXe centuries)

Ismail Ferhat (Université de Picardie Jules Verne),

Bruno Poucet (Université de Picardie Jules Verne)

Defining semantic fields and borders of secularism? Integrating the word “laïcité”, “laic” and “laic education” in dictionaries, a transnational approach (XIXe–XXe centuries): The case of Spain

Antonio Fco. Canales Serrano (Universidad Complutense de Madrid)

Defining semantic fields and borders of secularism? Integrating the word “laïcité”, “laic” and “laic education” in dictionaries (XIXe–XX centuries). The case of Mexico

Adelina Arredondo (Universidad Autónoma del Estado de Morelos),

Alejandro Ortiz Cirilo (Universidad Autónoma del Estado de Morelos)

THURSDAY JULY 18

14:30 – 16:00

2.04. CIRCULATIONS AND CONNECTIONS: LOCAL, (TRANS) NATIONAL AND GLOBAL CARTOGRAPHIES**Chair:** Lucía Belén Merlos (CONICET/Universidad Nacional de La Plata)**Room:** 241*Las artes escénicas en la escuela argentina. Sentidos educativos en torno a la Danza y el Teatro en la provincia de Buenos Aires***Lucía Belén Merlos** (CONICET/Universidad Nacional de La Plata)*Certains “dessins spontanés” – la circulation d’idées sur la méthode Artus_perrelet u début du XX siècle au Brésil***Marilene Oliveira Almeida** (Federal University of Minas Gerais),**Maria do Carmo de Freitas Veneroso** (Federal University of Minas Gerais)*The internationalization of the Kodály pedagogical-musical method and its reception in Spain***Llorenç Gelabert Gual** (University of the Balearic Islands),**Xavier Motilla Salas** (University of the Balearic Islands)*“New spaces” for educational innovation: The creation of Dalton Experimental Schools within the framework of the Chilean modernization of the primary educational system (1929–1931)***Marco Rodríguez Wehrmeister** (Universidad de Valparaíso, Chile)**3.04. CONTRASTING SPACES: URBAN/RURAL; CENTER/PERIPHERY; METROPOLE/EMPIRE**

37

Chair: Ana Milheiro Silva (University of Porto)**Room:** 244*Espacios universitarios y arquitectura. La creación de las Universidades Autónomas de Bilbao, Barcelona y Madrid en 1968***Pauli Dávila** (Universidad del País Vasco),**Luis M. Naya** (Universidad del País Vasco),**Joana Miguelena** (Universidad del País Vasco)*Traversing “Pirro’s Board”: Higher education and urban expansion in Aracaju between the 1950s and 1970s***Marcia Terezinha Jerônimo Oliveira Cruz** (Federal University of Sergipe)*Places of participation opportunities in schools spaces: perspectives of young people from border regions in Portugal***Ana Milheiro Silva** (University of Porto),**Tânia Gouveia** (University of Porto),**Marta Sampaio** (University of Porto),**Sofia Marques da Silva** (University of Porto)*Gangnam style: A school as a main actor of developmental policy***Daekwon Park** (Myongji University),**Kyung-Min Kim** (Seoul National University),**Sangmoo Lee** (Hannam University)**4.07. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION****Chair:** Sara Black (University of Cape Town)**Room:** 245*Visual History of Childhood in Japan – as seen on Ukiyo-e prints in Edo-era***Orsolya Endrody-Nagy** (Eötvös Loránd University, Budapest)

Re-spatializing the Postcolonial Taiwan: A Heterotopic Analysis of Chinese National Language Movement, 1945–1949

Hsuan-Yi Huang (National Taipei University of Education)

Holding the beat: how school timetables translate the forms of capital availed by key policies into rhythms of teaching and learning. A case study of two Cape Town secondary schools

Sara Black (University of Cape Town)

A distorted Other: Jews, Israel and the Arab-Israeli Conflict in Egyptian School Textbooks

Elie Podeh (The Hebrew University of Jerusalem)

5.06. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Catherine Nowlan-Roebuck (University College Dublin)

Room: 246

Espacios para la enseñanza de la biología en los institutos de secundaria españoles y su evolución temporal durante los siglos XIX y XX

Jose Pedro Marín Murcia (University of Murcia),

M^a José Martínez Ruiz-Funes (University of Murcia)

The Kremenets Secondary School – educational place and space par excellence accessible thanks the students' memories

Andrzej Pawel Bies (Jesuit University Ignatianum in Krakow),

Anna Krolikowska (Jesuit University Ignatianum in Krakow),

Beata Topij-Stempińska (Jesuit University Ignatianum in Krakow)

Convent schools as places of education: The development of Presentation convent schools in nineteenth-century Ireland

Catherine Nowlan-Roebuck (University College Dublin)

Jesuit colleges in the Polish-Lithuanian Commonwealth – a meeting place for people from different nationalities, religions and social backgrounds

Jerzy Kochanowicz (WSB University)

5.07. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Adam Fijalkowski (University of Warsaw)

Room: 247

El acceso de las mujeres a la educación normal en el estado de Jalisco, México. (1930–1960)

Luciano Oropeza Sandoval (Universidad de Guadalajara)

Escola Normal de Campina Grande, lugar de formación de professoras

Melânia Mendonça Rodrigues (Federal University of Campina Grande)

The Beginnings of the Sexual Education in Warsaw 1899–1904

Adam Fijalkowski (University of Warsaw)

Education and Assistance: contributions to a poor childhood geography (1893–1960)

Céu Basto (University of Porto),

Margarida Louro Felgueiras (University of Porto)

6.04. SPACES OF CRITIQUE: ALTERNATIVE EDUCATIONS AND PEDAGOGIES

Chair: António Gomes Ferreira (University of Coimbra)
Room: 248

Faria de Vasconcelos: from self-government to scientific education

Carlota Boto (University of São Paulo),
António Gomes Ferreira (University of Coimbra)

International baccalaureate education in global and local on the planet – planglocal education

Luis Gonçalves (Lusofónia University of Humanities and Technologies),
Elsa Estrela (Lusofónia University of Humanities and Technologies)

The Space of Education in Mario Mazza: Nature in the Classroom and the Classroom of Nature

Luca Odini (University of Verona)

The disciplinary fusion between History of Education and Philosophy of Education.

The History of the discipline at the Portuguese University (1976–2006)

Margarida Borges Ferreira (Institute of Education – University of Lisbon)

The spreading of scientific knowledge in Hungary with the activities of the Uránia Magyar

Tudományos Egyesület in focus in and outside of schools

Henriette Pusztalvi (University of Pecs)

PRP–12304 PREFORMED PANEL. THE BATTLE FOR SENSE-MAKING. EPISTEMOLOGICAL COLONIZATION AND LOCAL APPROPRIATION IN THE HISTORY OF THE CIRCULATION OF EDUCATIONAL IDEAS

Convenor: Viktoria Boretska (University of Vienna)
Discussant: Mette Buchardt (Aalborg University)
Room: 253

Travelling of ideas or epistemological colonization? Germany's national style of thought in Austria

Stephanie Fox (University of Vienna)

Finding oneself in the other. Cultural transfer, travelling ideas and the appropriation of school knowledge

Alexandre Fontaine (University of Vienna)

The educationalization of the Cold War and the epistemological colonialization of the OECD

Daniel Tröhler (University of Vienna)

Soviet psychologist turned American educational entrepreneur: Lev Landa and "the repatriation" of the theory of programmed learning

Viktoria Boretska (University of Vienna)

PRP–66406 PREFORMED PANEL. THE ALLOCATION OF CHILDREN TO SPECIAL EDUCATIONAL PLACES

Convenor: Nelleke Bakker (University of Groningen)
Chair: Christina Antenhofer (University of Salzburg)
Room: Auditorium B1

Who knows best? Professional competence and the selection of pupils for schools for "feeble-minded" children in the Netherlands (1900–1940)

Nelleke Bakker (University of Groningen)

Who's normal and who's not? Allocating children to special classes in Switzerland around 1900

Michèle Hofmann (University of Zurich)

Not the “difficult” ones. How Austrian and German Catholic boarding and grammar Schools tried to differentiate themselves from welfare institutions in the early 20th century

Ulrich Leitner (University of Innsbruck)

PRP-45164 PREFORMED PANEL. TRANSNATIONAL ENTANGLEMENTS OF EDUCATIONAL SPACES: MATERIAL, AFFECTIVE AND IMAGINATIVE CONNECTIONS

Convenor: Lisa Rosen Rasmussen (Aarhus University)

Discussant: Lynn Fendler

Room: Auditorium B2

Transnational openings and the dynamics of open plan imaginaries in schooling: counterpoints and convergences, Denmark and Australia in the 1960s and 70s

Julie McLeod (University of Melbourne),

Lisa Rosén Rasmussen (Aarhus University)

The redesign of school playgrounds: Travels and exchanges between Europe and Latin America, 1920–1940

Inés Dussel (DIE-CINVESTAV),

Susanne Dussel (Independent Researcher)

Troubling Warps and Wefts: Cookery Education and In/Formal Sites of Cross-Boundary Entanglement – from Food Recipes to Women’s Movements

Geert Thyssen (Liverpool John Moores University)

Vanishing Primary Schools & 1970s Yorkshire

Lottie Hoare (University of Cambridge)

40

PRP-26934 SYMPOSIUM. TERRITORIES OF SCHOOL DIFFICULTIES? EDUCATION IN RURAL AREAS, IMPOVERISHED REGIONS AND SPACES OF EDUCATIONAL UNDERPERFORMANCE IN A TRANSNATIONAL PERSPECTIVE, XIXTH–XXTH CENTURY PANEL 1

Convenor: Ismail Ferhat (Université de Picardie Jules Verne)

Room: 250

The limits of supply and demand: Schooling in 19th century rural Sweden

Johannes Westberg (Örebro University),

Germund Larsson (Örebro University)

Schools of success? Rural education in the region of Picardie, late 19th century

Bruno Poucet (Université de Picardie Jules Verne)

Which education for rural territories? Universalistic versus particularistic concepts in the debate on rural school education in Austria, 1918–1965

Wilfried Göttlicher (TU Dresden)

PSP 1.01. CONSTRUCTING SPACES FOR FEMALE EDUCATION AT HOME AND ABROAD

Chair: Deirdre Raftery (University College Dublin)

Room: 249

Women’s access to the Portuguese early higher education system (1880–1926)

Francisco Miguel Araújo (University of Porto/CITCEM)

Body and the Portrayed Spatial History of Female Education in China (1893–1966)

Na Zhou (Central China Normal University),

Hongyu Zhou (Central China Normal University)

Kora Tomi (1896–1993) and traveling in transnational space in the 1920s and 1930s

Yuri Uchiyama (University of Electro-Communications)

“The teacher’s salaries” – practices, claims and tactics (Brazil, 1927 – 1928)
Carolina Cechella Philippi (State University of Campinas)

PSP 3.01. NATIONS, EMPIRES AND THE GEOPOLITICS OF KNOWLEDGE AND EDUCATION

Chair: Johannes Westberg

Room: 252

How to finance development? The «Addis Ababa plan» and the expansion of education in postcolonial Africa

Damiano Matasci (University of Lausanne)

Revisiting the OECD’s Mediterranean Regional Project in the perspective of public investment in education

Luís Grosso Correia (University of Porto)

“Annexing the World”: Education as Nationalist and Imperial Policy in a Competitive Global Economy, 1876–1907

Nancy Beadie (University of Washington)

PSP 7.01. MIGRANTS, GENDER AND EDUCATION

Chair: Meng Wang

Room: 254

Two women in search of an “artistic homeland”: the autobiographies of pianists abroad in the twentieth century, the Brazilian Magdalena Tagliafero and the Portuguese Helena Sá e Costa

Susana Cecília Igayara-Souza (University of São Paulo),

Ana Luísa Fernandes Paz (University of Lisbon)

Imperial and Urban: the Everyday Spaces of Girl Guides in Hong Kong 1921–1941

Meng Wang (University of Sydney)

‘Homing’: Mother Cabrini, her Missionary Sisters, their Educational Enterprise and Italian Migrants’ search for home in New Orleans 1892–1917

Maria Patricia Williams (UCL Institute of Education)

Missionaries as migrants

Susanne Spieker (University of Koblenz–Landau)

THURSDAY, JULY 18

THURSDAY JULY 18

17:30 – 19:00

1.04. NATIONS, EMPIRES AND THE GEOPOLITICS OF KNOWLEDGE AND EDUCATION

Chair: Elza Alves Dantas (Federal Institute of Education Science and Technology of Piauí/University of Porto)
Room: 241

Representations of Europe in Hungarian History textbooks between 1867 and 1918

Zsófia Molnár-Kovács (University of Pécs)

History education and Brazil's representations in the Portuguese textbooks (1881–1921)

Elza Alves Dantas (Federal Institute of Education Science and Technology of Piauí/University of Porto)

The building of national identity and nationhood through elementary education:

Post-Independence curricular provision for the Irish language in primary schools in Ireland

Thomas Walsh (Maynooth University, Ireland)

Nación y educación: sujetos, espacios y practicas educativas en Brasil Imperial

Edgleide de Oliveira Clemente da Silva (State University of Rio de Janeiro)

2.05. CIRCULATIONS AND CONNECTIONS: LOCAL, (TRANS) NATIONAL AND GLOBAL CARTOGRAPHIES

Chair: Adam Wood (Monash University)
Room: 244

The architect as translator and the social infrastructure of ideas

Adam Wood (Monash University)

How to build a school? Swiss «Musterpläne» (model plans) and the nationwide spreading of prototypes of school building as a 19th-century transfer-story

Karin Manz (School of Education of North-Western Switzerland)

Space for teacher training and constitution of pedagogical culture:

libraries in Brazil, Argentina and Uruguay at the end of the 19th century

Ana Clara Bortoleto Nery (State University of São Paulo),

Leila Maria Inoue (State University of São Paulo)

'Broken schooling': Aboriginal mobility and school attendance in 1960s Australia

Beth Marsden (Latrobe University)

43

2.06. CIRCULATIONS AND CONNECTIONS: LOCAL, (TRANS) NATIONAL AND GLOBAL CARTOGRAPHIES

Chair: Francisca Comas Rubí (University of the Balearic Islands)
Room: 245

Des expériences connectées entre des instituteurs brésiliens et un inspecteur français: des débats autour d'un programme d'enseigne pour la Capitale de l'Empire du Brésil

Angélica Borges (State University of Rio de Janeiro)

Circulación editorial de ideas pedagógicas. Transferencias entre España y Argentina en las primeras décadas del siglo XX

Ignacio Frechtel (Universidad de Buenos Aires)

Espacios de producción y escenarios para la circulación del saber: los institutos de investigación en la primera mitad del siglo XX

Carlos Jilmar Díaz-Soler (Universidad Distrital Francisco José de Caldas, Bogotá-Colombia)

Tourism and education, two connected spaces in early 20th-century Barcelona

Francisca Comas Rubí (University of the Balearic Islands, Spain),

Sara González Gómez (University of the Balearic Islands),

Gabriel Barceló-Bauzá (University of the Balearic Islands)

3.05. CONTRASTING SPACES: URBAN/RURAL; CENTER/PERIPHERY; METROPOLE/EMPIRE

Chair: Naufal Ahmad Rijalul Alam (University of Groningen, Netherlands)

Room: 246

The urban-rural divide at the school boards 1870–1902, with a focus on religious education

Joseph Hayes (University of Worcester)

The change of urban educational space in Modern China – An investigation on the Confucian Temple in Jiangyin city

Yu Shujuan (Jiangnan University)

Educational quality of Pesantren and its influence on social function in rural community

Naufal Ahmad Rijalul Alam (University of Groningen, Netherlands)

The Grand Tour of social engagement. Scout workcamps against Mafia as a handbook of “civil society”

Vincenzo Schirripa (Università LUMSA, Roma),

Sebastiano Citroni (Università di Milano Bicocca),

Tiziana Tarsia (Università di Messina)

44

4.08. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Wiara Rosa Rios Alcantara (Federal University of São Paulo)

Room: 247

The brazilian spiritist press in the 19th century as an space of moral education

Alessandro Santos da Rocha (State University of Maringá),

Italo Ariel Zanelato (State University of Maringá)

The Natural Sciences spaces in the São Paulo Normal School: a cartography of the economic dimension of school and its artifacts (1880–1901)

Wiara Rosa Rios Alcantara (Federal University of São Paulo)

The symbol of knowledge: tactile reading in nineteenth century

Tatiana de Andrade Fulas (Pontifical Catholic University of São Paulo)

The Typography of Jose Rodrigues da Costa: printed materials and school artifacts in the City of Parahyba (1848–1866)

Thayna Cavalcanti Peixoto (Federal University of Minas Gerais)

4.09. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Cristina Sousa (University of Porto)

Room: 248

Science K–16 education in the 21st century: from computer-based to immersive learning environments

Cristina Sousa (University of Porto)

La representación de las mujeres en los museos pedagógicos universitarios españoles: buenas prácticas y retos pendientes

Pablo Álvarez Domínguez (Universidad de Sevilla),

María José Rebollo Espinosa (Universidad de Sevilla)

The conceptualization of enuresis nocturna in three developing intellectual spaces, the Netherlands 1950–1990
Milou Smit (University of Groningen),
Nelleke Bakker (University of Groningen)

5.08. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Patricia Redondo (Universidade Nacional de La Plata, Argentina)
Room: 249

Anti-Semitism at the University of Szeged in the 1930s on the Grounds of the Recollections of Nicolas Muller
Natasa Fizel (University of Szeged)

The Memory of the Holocaust as an Educational Practice for Increasing Jewish-National Awareness: The First Youth Delegation to Poland and Czechoslovakia
Orit Oved (Tel Aviv University; Ben-Gurion University of the Negev)

“Electroshock” and “moved to tears”? Japanese Students’ Military Reviews as Educational Space for Sensory and Emotional Experiences (1931–1945)
Ami Kobayashi (University Koblenz–Landau)

Resistencias y subjetividades docentes en la lucha por la defensa de la educación pública, la memoria y la justicia en la historia reciente argentina
Patricia Redondo (Universidade Nacional de La Plata, Argentina)

5.09. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Zehavit Schenkolewski (Ashqelon Academic College)
Room: 250

Las sociedades recreativas y culturales: espacio de formación de hijos de inmigrantes alemanes en Curitiba en la segunda mitad del siglo XIX
Ariclê Vechia (University of Tuiuti do Paraná)

La niñez y la escuela: las practicas corporales en los tiempos y espacios en una escuela de educación infantil en el Distrito Federal, Brasil
Tayanne da Costa Freitas (University of Brasilia/SEEDF),
Ingrid Dittrich Wiggers (University of Brasilia)

The design of the Hebrew childhood spaces during the Mandate period
Zehavit Schenkolewski (Ashqelon Academic College)

The “environment” and the development of the child: an analysis of the discourse of educational psychology
Ana Laura Lima (University of São Paulo)

6.05. SPACES OF CRITIQUE: ALTERNATIVE EDUCATIONS AND PEDAGOGIES

Chair: Sofia Ré (Faculty of Fine Arts – University of Lisbon)
Room: 252

El lugar de América en la historia: construcción de las secuencias narrativas en la escritura de los textos escolares recientes de Ecuador y Francia
Diego de la Torre Puente (Université de Lyon),
Javier González Díez (Universidad Nacional de Educación/UNAE)

Power and status in the teaching of Modern Languages: late 19th-century perspectives and the development of the reform movement
Shawn Michael Bullock (University of Cambridge),
Cécile Sabatier (Simon Fraser University)

In the waves of national identity and consumerism: what is there to 'sea'?

Sofia Ré (Faculty of Fine Arts – University of Lisbon),

Margarida Calado (Faculty of Fine Arts – University of Lisbon)

Fairytale world, ornament, reform art lessons – “practical prophecy” by the Hungarian artist, Anna Lesznai

Katalin Kempf (Eötvös Loránd University),

Beatrix Vincze (Eötvös Loránd University)

7.05. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Jorge Luís Mazzeo Mariano (Federal University of Mato Grosso do Sul)

Room: 253

Analyse de la place des femmes en tant qu'enseignantes dans l'école à travers des portraits d'école en France et au Brésil

Rachel Duarte Abdala (University of Taubaté)

Women's access to education and the labor market: the experiences of two educators

Jorge Luís Mazzeo Mariano (Federal University of Mato Grosso do Sul),

Jamilly Nicácio Nicolete (University Center Toledo/Educational Foundation of Penápolis)

Female educators teaching how to teach: A study on Brazilian pedagogical manuals written by women (1925–1970)

Andressa Oliveira Liverio (University of São Paulo),

Vivian Batista da Silva (University of São Paulo)

Interpretation of parental language in native language education in different kinds of Hungarian political and scientific dimensions

Ildikó Koós (Eötvös Loránd University)

46

7.06. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Theresa Shanahan (York University)

Room: 254

Teaching in Times of Tyranny: The School as Safe Haven in Wartime?

The Case of the Dutch Primary School in the Second World War

John Exalto (Vrije Universiteit Amsterdam),

Anja Swennen (Vrije Universiteit Amsterdam)

“Pedagogía autoritaria y resistencias en la formación de maestros en la dictadura cívico-militar en Uruguay (1973 – 1984)”

Eloísa Bordoli (Universidad de la República)

Mapping the Political Space of Teacher Professionalization in Ontario, Canada

Theresa Shanahan (York University),

Farra Yasin (York University),

Ramjeet Harinarain (York University)

Controlling Spaces and Places of Education in the Finnish Teacher Training at the Beginning of 20th Century

Anna-Kaisa Kristiina Ylikotila (University of Jyväskylä)

PRP-12828 PREFORMED PANEL. BERLIN, ISTANBUL AND BEYOND – THE EMERGENCE AND TRANSFORMATION OF GERMAN-TURKISH EDUCATIONAL SPACES

Convenor: Ingrid Lohmann (Universität Hamburg)

Room: Auditorium A

The Concept of Transnational Educational Spaces

Sylvia Kesper-Biermann (Universität Hamburg)

The role of educational experts in shaping a transnational space in Turkey

Christine Mayer (Universität Hamburg)

Protagonists and visionaries of German-Turkish educational spaces in the early 20th century

Ingrid Lohmann (Universität Hamburg),

Julika Böttcher (Universität Hamburg)

PRP-82277 PREFORMED PANEL. DIE PHÄNOMENOLOGIE DES RAUMS UND DIE PÄDAGOGIK

Convenor: Péter Sárkány (Eszterházy Károly University)

Room: Auditorium B2

Die Hermeneutik von Gadamer von erziehungsphilosophischem Gesichtspunkt – mit besonderer Rücksicht auf Zusammenhängen des Raumes und der Zeit

János Loboczky (Eszterházy Károly University)

Existenz und Räumlichkeit – pädagogische Perspektiven

Tibor Schwendtner (Eszterházy Károly University)

Die Situationsgebundenheit der Existenz und die Grundformen der Erziehung

Péter Sárkány (Eszterházy Károly University)

47

PRP-88697 PREFORMED PANEL. FUNDING THE PLACES AND SPACES OF THE EDUCATION ECONOMY: HISTORICAL PERSPECTIVES FROM SWEDEN, FRANCE, AND THE U.S.

Convenor: A. J. Angulo (University of Massachusetts Lowell)

Room: 120

The Forgotten Schools: Early Secular Schooling in Sweden, 1670–1740

Madeleine Michaelsson (Dalarna University)

Channeling Public Funding for Education throughout the Territory:

Principles, Politics and Practices in France (1959–Present)

Clémence Cardon Quint (Université Bordeaux Montaigne)

Public Funding of For-Profit Colleges in the US, 1972–Present

A. J. Angulo (University of Massachusetts Lowell)

PRP- 32687 PREFORMED PANEL. EDUCATIONAL INTERNATIONALISMS STRUGGLING WITH EXPANSIONIST LOGICS AND NATIONALIST RESISTANCE

Convenor: Rita Hofstetter & Cécile Boss (University of Geneva)

Room: 112

L'Institut International du cinéma éducatif de Rome: les enjeux contradictoires d'un organisme international en prises avec le fascisme mussolinien

Christel Taillibert (Université Côte d'Azur)

Expansionist internationalisms under tension. A story in three acts of the International Bureau of Education (1927–1934)

Rita Hofstetter (University of Geneva),
Clarice Loureiro (CAPES, Brasil),
Bernard Schneuwly (University of Geneva)

Comparer, compter, universaliser. Le Bureau international d'éducation (BIE), un centre mondial d'éducation comparée (1933–47): analyse du positionnement et du processus de construction
Cécile Boss (University of Geneva)

L'expansion de l'internationalisme de la Coopération Intellectuelle au risque des nationalismes
Xavier Riondet (Université de Lorraine)

PRP-78193 MULTILINGUAL PANEL. EMOTIONS AND FEELINGS IN THE PUBLIC SPACE OF EDUCATION IN LATIN AMERICA (C.1870–C.1950)

Convenor: Heloísa Helena Pimenta Rocha (State University of Campinas)
Room: 113

“¡La suciedad es repugnante!”: emociones, sentimientos y espacios de la educación
Heloísa Helena Pimenta Rocha (State University of Campinas)

La formación de los cuerpos y las sensibilidades a través una pedagogía transnacional de la imagen en movimiento: las exhibiciones masivas de gimnasia y el cine documental informativo
Eduardo Galak (IdIHCS–CONICET/Universidad Nacional de La Plata)

Nature: an antidote against poverty and disease and a fortifier of the will. The School Colonies as affective and emotional spaces in Chilean education (c.1900–c.1940)
Pablo Toro Blanco (Universidad Alberto Hurtado)

48 *4 Sentimientos sobre el propio espacio: la encuesta magisterial de folklore (Argentina, 1921)*
Myriam Southwell (CONICET/Universidad Nacional de La Plata)

PRP-26934 SYMPOSIUM. TERRITORIES OF SCHOOL DIFFICULTIES? EDUCATION IN RURAL AREAS, IMPOVERISHED REGIONS AND SPACES OF EDUCATIONAL UNDER-PERFORMANCE IN A TRANSNATIONAL PERSPECTIVE, XIXTH–XXTH CENTURY PANEL 2

Convenor: Ismail Ferhat (Université de Picardie Jules Verne)
Room: 111

The peripheral mountain areas in the process of rebuilding the mother tongue school of the German speaking minority in South Tyrol (Italy) after the Second World War
Annemarie Augschöll (Free University of Bolzano Bozen)

Are density of school offer and territories of educational difficulties linked? A quantitative approach on the example of public secondary education in metropolitan France and the region of Picardie
Ismail Ferhat (Université de Picardie Jules Verne)

Regionalization of educational policies and school difficulties: the exemple of rural territories in the french region of Picardie, 1964–1986
Julien Cahon (Université de Picardie Jules Verne)

FRIDAY JULY 19

09:00 – 11:00

1.05. NATIONS, EMPIRES AND THE GEOPOLITICS OF KNOWLEDGE AND EDUCATION**Chair:** Sofia Iliadou–Tachou (University of Western Macedonia)**Room:** 241*“New Wine in Old Bottles” – The places and spaces for educational activities of mass education bureaus in Modern China (1928–1949)***Zhou Huimei** (Beijing Normal University),**Sun Yi** (Beijing Normal University)*The principles of the New Education movement (1900–1950): from Europe to Modern Greek Education***Efstratios Vacharoglou** (Aristotelian University of Thessaloniki),**Aikaterini Peleki** (Hellenic Open University of Patras)*The Greek education in “the Age of Empire” (19th century – 1920): a comparative approach of the Greek education in the spaces of the Ottoman and of the Tsarist Empire***Sofia Iliadou-Tachou** (University of Western Macedonia),**Eireni Kouremenou** (University of Western Macedonia)*The Brazilian Italian immigration and the context of ethnic schools (1930–1950)***Osíria Fernandes** (University of Sorocaba),**Vania Regina Boschetti** (University of Sorocaba),**Nuno Miguel Borges Pinheiro Cardoso** (University Fernando Pessoa)*Prensa e identidades nacionales en los discursos pedagógicos de las revistas gallegas de la emigración. Aproximación a Céltiga (1924–1932) y Eco de Galicia (1917–1936) a través del análisis cualitativo***María Eugenia Bolaño Amigo** (Universidad de Santiago de Compostela)

49

2.07. CIRCULATIONS AND CONNECTIONS: LOCAL, (TRANS) NATIONAL AND GLOBAL CARTOGRAPHIES**Chair:** Cristina Alarcón (Humboldt–Universität zu Berlin)**Room:** 244*The New Education Fellowship, the Progressive Education Association and the American Department of State: South America as part of an awkward entanglement***Rafaela Silva Rabelo** (University of São Paulo)*Exporting educational models with requirement of indigenization:**The League of Nations educational mission to China in 1931***Kaiyi Li** (Georg Eckert Leibniz Institute for International Textbook Research, Germany)*Testing the mind within a transnational space. The dissemination of the Scholastic Aptitude Test during the 1960s***Cristina Alarcón** (Humboldt–Universität zu Berlin)**4.10. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION****Chair:** Nelleke Teughels (KU Leuven)**Room:** 245*Imagined and virtual spaces of education***Nikolett Márhoffer** (University of Pécs)

Lantern Slide Projection in the Classroom: Virtual Spaces of Education (c. 1880–1940)

Nelleke Teughels (KU Leuven),
Wouter Egelmeers (KU Leuven)

Traditional and virtual spaces of the curriculum

Márhoffer Nikolett (University of Pécs)

Pictures for Schools: Critical education in the art gallery and the classroom

Natalie Bradbury (independent researcher)

5.10. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Mary Clare Martin (University of Greenwich)

Room: 246

Some main dimensions of ‘spaces’ and ‘places’ of education that can be drawn from the history of the Kibbutz Movement (1910 - present)

Yuval Dror (School of Education, Tel Aviv University)

The constitution of space of Sungkyunkwan (成均館)

Youngmi Park (Chungnam National University),
Kwangman Choi (Chungnam National University)

Movement of place of Alseongsi(謁聖試) in 18th century Joseon(朝鮮) Dynasty

Choi Doo Jin (Pusan National University)

Domestic spaces and education in Britain and the wider world, 1800–1900

Mary Clare Martin (University of Greenwich)

50 *Desegregating Educational Space in the United States, 1968–1988*
Scott Baker (Wake Forest University)

5.11. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Helena Pinto (CITCEM/University of Porto)

Room: 247

Museums as educational places in Mozambique

Mingas Kok (Pedagogical University of Nampula),
Helena Pinto (CITCEM/University of Porto)

Emotional Knowledge, Education of the Heart and Poetry in Panamanian Schools (1903–1936)

Rolando de la Guardia Wald (University of Panama)

El espacio de las clases y la enseñanza de diseño en la Escuela Normal de São Paulo – Brasil (imperio e início de la primera república): las clases de diseño en la Escuela Normal de São Paulo

Silvia Maria de Oliveira (State University of São Paulo)

Sport, Urban Space, and the Moving Bodies in Hong Kong 1921–1941

Meng Wang (University of Sydney)

The numbers and spaces of the education of poor girls: Asilo António José Leal, Penafiel (1893–1926)

Céu Basto (University of Porto),
Margarida Louro Felgueiras (University of Porto)

6.06. SPACES OF CRITIQUE: ALTERNATIVE EDUCATIONS AND PEDAGOGIES

Chair: Zsófia Kovács (University of Pécs)
Room: 248

Children education in hospitals: The experience of the city of Curitiba, PR in a Children's Hospital, 1988 – 2002
Claudinéia Maria Vischi Avanzini (University of São Paulo)

Idéaux et Intérêts à l'École Intégrale d'Ibirité / Minas Gerais

Maria de Fátima Pio Cassemiro (Center of Documentation and Research Helena Antipoff),
Adriana Otoni Silva Antunes Duarte (State University of Minas Gerais),
Marilene Oliveira Almeida (Federal University of Minas Gerais),
Regina Helena de Freitas Campos (Federal University of Minas Gerais)

Swimming training in space and time – through the example of swimming education in Hungary

Zsófia Kovács (University of Pécs),
Ferenc Tóvári (PTE TTK Institute of Sport Sciences and Physical Education),
Gyöngyvér Prisztóka (PTE TTK Institute of Sport Sciences and Physical Education)

Influencia del ámbito educativo no formal en los estudios de Baile Flamenco en los conservatorios españoles de danza

Bárbara de las Heras Monastero (Universidad de Jaén)

7.07. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Maria Luisa Rico Gómez (Universidad de Alicante)
Room: 249

The invention of the classroom. Republic, citizenship and school space. Colombia 1819–1832
John Cardenas (National University of Colombia)

The Dutch educational debate on citizenship education and the societal task of schools. Pedagogische Studiën 1920–2000

Pieter van Rees (University of Groningen)

Discretionary space in citizenship education in the former GDR

Jascha Hook (University of Koblenz–Landau)

Escuela de Trabajo: espacio de formación de productores y ciudadanos, 1923–1930

Maria Luisa Rico Gómez (Universidad de Alicante)

7.08. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Aires Antunes Diniz (independent researcher)
Room: 250

Herencia, evolución, raza, eugenesia: base epistemológica de la producción discursiva del sexo y los cuerpos aptos para la educación física

Paola Dogliotti Moro (Universidad de la República, Uruguay)

Educación y cultura obrera en el Río de la Plata durante la primera mitad del siglo XX, a partir de una trayectoria individual. Otto Niemann, anarquista, obrero y pedagogo

Gerardo Garay Montaner (UDELAR/Uruguay)

School as a place and space for cultural, social and economic development

Aires Antunes Diniz (independent researcher)

PRP–62885 MULTILINGUAL PANEL. THE CONFIGURATION OF EDUCATIONAL IDEAS IN SPAIN DURING THE FRANCO’S REGIME (1939–1975) IN NON-FORMAL SETTINGS BASED ON RECEPTION STUDIES AND INTELLECTUAL HISTORY

Convenor: Jon Igelmo Zaldivar (Complutense University of Madrid)

Room: 253

The reception of Teilhard de Chardin in the experiences of higher education social extension of Father Llanos at the University of Madrid in the 50s

Jon Igelmo Zaldivar (Complutense University of Madrid),

Gonzalo Jover Olmeda (Complutense University of Madrid)

Influencias brasileñas en la educación popular española. Huellas de Paulo Freire en la obra y la praxis de Enrique de Castro

Tatiane de Freitas Ermel (Integrated Regional University of Alto Uruguai and Missões),

José Luis Hernández Huerta (Universidad de Valladolid)

The reception of Emmi Pikler’s theory of free movement for young children development and the emergency of the pedagogical renewal movement in late Francoism in Spain

Patricia Quiroga Uceda (Universidad Nacional de Educación a Distancia)

La mediación UNESCO en los procesos de alfabetización durante el franquismo:

Innovaciones curriculares desde entornos no formales de educación

Mariano González-Delgado (Universidad de La Laguna)

52

PRP–50485/21863 SYMPOSIUM. SIMBOLISMOS, MATERIALIDADES Y FORMAS DE RECUERDO DE LA VIOLENCIA EDUCATIVA DE LOS PROCESOS POLÍTICOS AUTORITARIOS EN IBEROAMÉRICA
PANEL 1

Convenors: Antonio Romano (Universidad de la República),

Pablo Pineau & Ana Diamant (Universidad de Buenos Aires)

Room: 120

Vestígios de resistencia: las marcas, materialidades y memorias de las escuelas de barrios populares de Campinas/ SP en las décadas de 1960 y 1970

Maria do Carmo Martins (State University of Campinas),

Rayane Jessica Aranha da Silva (State University of Campinas)

Muerte de un estudiante. (Des)memoria del asesinato de Javier Fernández Quesada (Universidad de La Laguna, España, 1977)

Antonio Fco. Canales Serrano (Universidad Complutense de Madrid)

La “guerra sucia” en la escuela. Discursos del gobierno militar sobre el golpe de Estado de 1976 y su circulación escolar (1976 – 1983)

Martín Legarralde (Universidad Nacional de La Plata)

PRP-34306/34565 SYMPOSIUM. SCHOOL BUILDING PROGRAMS IN THE FRONTIER OF DIFFERENT ENDEAVOURS: NATION BUILDING AND PEDAGOGICAL REFORM MOVEMENTS IN THE EDUCATIONAL SPACE OF SOUTHERN-EASTERN-EUROPE FROM 1880S TO THE 1930S

PANEL 1

Convenor: Imre Garai (Eötvös Loránd University) & András Németh (Eötvös Loránd University, János Selye University)

Room: 252

School Buildings in the Interwar Years in Greece: Modernism, Urbanisation and Hygiene Imperatives

Despina Karakatsani (University of the Peloponnese),

Vasiliki Theodorou (University of the Peloponnese)

School buildings in Rome between the 19th and 20th centuries

Lorenzo Cantatore (Università degli Studi Roma Tre)

The early dawn of Spanish school architecture

Francisco Javier Rodríguez Mendez (University of Salamanca)

SWG 2.02. GROWING UP IN OUT-OF-HOME CARE: HISTORY OF CHILDREN IN FOSTER FAMILIES & RESIDENTIAL HOMES

Chair: Jeroen Dekker

Room: Auditorium A

Technologies of observation. The observation report as an imagined space of power within the Belgian reformatory, 1910s–1940s

Sarah Van Ruyskensvelde (University of Leuven),

Laura Nys (Ghent University)

How to conduct a research on other ‘Franco’s Forgotten Children’?

The example of deviant minors sent to reformatory schools (Spain, 1939–1975)

Amélie Nuq (Université Grenoble Alpes)

In search of answers. Archivists faced with requests for access to sensitive personal files

Aurore François (UCLouvain),

Marie Van Eeckenrode (UCLouvain)

SWG 5.02. MAPPING THE DISCIPLINE HISTORY OF EDUCATION OBSERVING THE DISCIPLINE HISTORY OF EDUCATION

Chair: Solenn Huitric, José Gonçalves Gondra, Rita Hofstetter

Room: 111

The AIX History of Education in Educere (2008–2017)

Alexandra Ferreira Martins Ribeiro (Pontifical Catholic University of Paraná),

Adriana Ferreira Martins Alflen (SEC São José dos Pinhais),

Alboni Marisa Dudeque Pianovski Vieira (Pontifical Catholic University of Paraná)

Spaces and Places of History of Education in the Academia:

Contrasting trajectories in an institution in constant mutation

Thérèse Hamel (Université Laval, Québec)

“Observatory of the History of Education”

Marisa Bittar (Federal University of São Carlos),

Antonio Fco. Canales Serrano (Universidad Complutense de Madrid),

Thérèse Hamel (Université Laval, Quebec),

Lajos Somogyvári (University of Pannonia)

SWG 6.01. MATERIAL HERMENEUTICS AND REMEDIATION AS CHALLENGES IN VISUAL STUDIES IN HISTORIES OF EDUCATION

Chair: Ian Grosvenor (University of Birmingham)

Room: Auditorium B1

La producción estatal de cine para la educación en Argentina: "Cine Escuela Argentino" (1948–1955)

Eduardo Galak (IdIHCS–CONICET/Universidad Nacional de La Plata),

María Silvia Serra (Universidad Nacional de Rosario)

SWG Workshop: Spaces of meaning, spaces of interpretation: images of schooling, historical practice and truth

Maria del Mar Pozo Andres (University of Alcalá), **Sjaak Braster** (Erasmus University Rotterdam),

Inés Dussel (DIE–CINVESTAV), **Ian Grosvenor** (University of Birmingham),

Karin Priem (University of Luxembourg)

SWG 7.02. MIGRANTS, MIGRATION AND EDUCATION

Chair: Paul J. Ramsey

Room: Auditorium B2

New Migrants and New Strategies: Educating Newcomers in Urban America, 1880s–1920s

Paul J. Ramsey (Eastern Michigan University)

The immigrants' school as a medical space in Israel during the years 1948–1968

Tali Tadmor-Shimony (Ben-Gurion University of the Negev)

Migrants and movement; concept formation, social science methods and the history of academic expertise

Julie McLeod (University of Melbourne),

Helen Proctor (University of Sydney)

Blight busters! Community building and public education in Gary, Indiana

Angelo Van Gorp (University of Koblenz-Landau)

'A Friend Down South': Indigenous scholarships, holiday programs, mobility and assimilation in Australia in the 1950s and 1960s

Beth Marsden (Latrobe University)

SWG 9.02. REFORMISM(S), PROGRESSIVISM(S), CONSERVATISM(S) IN EDUCATION WHAT CRITICAL ARGUMENTATIONS? (REFORPRO)

Chair: Frédéric Mole

Room: 254

Retour sur Hannah Arendt

Dominique Ottavi (Université Paris Nanterre)

The French "Classes Nouvelles" episode (1945–1952): why is it so difficult to change the traditional pedagogy?

André Robert (Université Lumière Lyon 2), **Jean-Yves Seguy** (Université Jean Monnet Saint-Etienne)

Pedagogical renewal in Portugal between the 1950s and the 1970s:

actors, reception of ideas, educational experiences

Joaquim Pintassilgo (University of Lisbon),

Alda Namora de Andrade (University of Lisbon)

«Pas de théorie pédagogique révolutionnaire, pas de pratique pédagogique révolutionnaire», un mot d'ordre progressiste ou marxiste-léniniste?

Xavier Riondet (Université de Lorraine)

They are dressed up in their proper clothing: innovation and method to teach

Vera Teresa Valdemarin (State University of São Paulo)

FRIDAY JULY 19

11:30 – 13:00

2.08. CIRCULATIONS AND CONNECTIONS: LOCAL, (TRANS) NATIONAL AND GLOBAL CARTOGRAPHIES**Chair:** José António Afonso (University of Minho)**Room:** 241*El espacio escolar como lugar de interconexiones culturales: el Instituto Colón entre 1907 y 1936***María Guadalupe García Alcaraz** (Universidad de Guadalajara)*El Collegio de Pedro II: centro de referencia e las ideas educacionales transnacionales para la enseñanza secundaria brasileña en el período imperial***Ariclê Vechia** (University of Tuiuti do Paraná),**Karl M. Lorenz** (Sacredheart University)*Pedagogical ideas circulation at the School Teacher Training of Porto (1882–1938): Actors and Authors***Juliana Martins da Rocha** (University of Porto),**Anabela Amaral** (University of Porto),**José António Afonso** (University of Minho)*Espacios de producción y escenarios para la circulación del saber: los institutos de investigación en la primera mitad del siglo XX***Carlos Jilmar Díaz-Soler** (Universidad Distrital Francisco José de Caldas, Bogotá–Colombia)**3.06. CONTRASTING SPACES: URBAN/RURAL; CENTER/PERIPHERY; METROPOLE/EMPIRE**

55

Chair: Johannes Seroto (University of South Africa)**Room:** 244*Rural-urban spaces in the South African education system: 1948 to 1994***Johannes Seroto** (University of South Africa)*Palimpsests: Continuities and discontinuities from the bantustans to post-apartheid schooling***Heather Jacklin** (University of Cape Town)*The place and space within the teaching of Angolan languages: historical mutation***Teresa Almeida Patatas** (Higher Polytechnic School of Namibe, Angola)**4.11. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION****Chair:** Eduardo Galak (IdIHCS–CONICET/Universidad Nacional de La Plata)**Room:** 245*Hacer de la televisión un dispositivo escolar extramuros. Usos pedagógicos y políticos de la tecnología durante el peronismo en Argentina (1952–1955)***Eduardo Galak** (IdIHCS–CONICET/Universidad Nacional de La Plata),**Iván Pablo Orbuch** (Universidad Nacional de Hurlingham–Instituto de Educación/UBA)*El lugar del profesor en disputa. Estudio de tres casos de conflictos entre profesores de secundaria y autoridades de la educación en Uruguay en la década de 1930***Pía Batista** (Universidad de la República)*Innovaciones arquitectónicas y tradiciones pedagógicas: La Escuela Normal Domingo Sarmiento de Alem, Misiones (1964)***María Silvia Serra** (Universidad Nacional de Rosario),**Margarita Trlin** (Universidad Nacional del Litoral)

4.12. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Inês Félix (Umeå universitet)

Room: 246

School journeys and the paradox of progressive education in Portugal, 1890–1960

Inês Félix (Umeå University)

“Le lycée est installé dans quatre porcheries.” Fictions et réalités dans la formation de Le Tout Puissant Empire du Milieu

Rodrigo Azevedo (Universidade do Porto)

Classrooms and teaching material in Southern Italy between the 18th and the 19th century

Caterina Sindoni (Università degli Studi di Messina)

Narrating home. Domestic landscapes in Italian children’s literature from the second half of the 20th century to the present

Marnie Campagnaro (University of Padua)

5.12. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Carmen Sanchidrián-Blanco (Universidad de Málaga)

Room: 247

The role of the ‘learning street’ in Spanish school architecture until 1936

Francisco Javier Rodríguez Méndez (University of Salamanca)

Extraordinary educational spaces in 19th and 20th century Italian juridical-pedagogical tradition: the “Garaventa’s Redemption Ship”

Stefano Lentini (University of Catania)

Places to Develop Democracy: Relevance of Relph’s Concept of Place for the History of Education

Carmen Sanchidrián-Blanco (Universidad de Málaga)

5.13. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Ana Isabel Madeira (Institute of Education – University of Lisbon)

Room: 248

The role of Teachers and social networks in Greek Rural Space (1920–1950): agents of change and social interactions

Despina Karakatsani (University of the Peloponnese),

Pavlina Nikolopoulou (University of the Peloponnese)

A small school can make a difference

Dimka Ivanova (The Paisii Hilendarski University of Plovdiv)

El Grupo escolar en distrito rural de São Leopoldo/RS: memorias de escolarización (1932–1945)

José Edimar de Souza (University of Caxias do Sul)

Schooling memories in rural spaces: Briefing the project “Rescued memories, Reconstructed identities”

Ana Isabel Madeira (Institute of Education – University of Lisbon)

5.14. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Kadine Teixeira Lucas (University of Lisbon)

Room: 249

“Creating Healthy Socialists”: The practices of the Soviet regime for the establishment of hygiene rules (1920–1936)

Paraskevi Pougaridou (University of Western Macedonia)

Discovering a hidden place: the School Toilet in the History of Education

Fabio Pruneri (University of Sassari)

What one is supposed to teach and what one wants to teach: perceptions of a history teacher between the beginning of the Portuguese Republic and the start of the New State

Kadine Teixeira Lucas (University of Lisbon)

Proxemics and social education in the context of the Portuguese First Republic

José Viegas Brás (Lusófona University /CeIED),

Maria Neves Gonçalves (Lusófona University /CeIED)

7.09. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Lorraine Towers (University of Sydney)

Room: 250

Closing doors on barristers' education: moving american legal education out of court

Stephen Ostrach (Independent Scholar and Retired Judge)

School, empire and state in Ethiopia: strategic tradition and the shaping of the modern, urban space and place

Lorraine Towers (University of Sydney)

The city as a place for learning, research and intervention: dialogues between public spaces and youth voices

Ana Garcia (University of Porto/CIEE),

Eunice Macedo (University of Porto/CIEE),

João Queirós (Institute of Sociology/University of Porto)

PRP-16378 PREFORMED PANEL. TERMS AND CONCEPTS AND THEIR JOURNEYS THROUGH SPACE

Convenor: Rebekka Horlacher (University of Zurich)

Discussant: Sabine Reh (Humboldt – Universität zu Berlin / BBF

Research Library for the History of Education at DIPF)

Room: 252

(Re-)Defining the “Normal Method” – From Silesia to Solothurn and Strasbourg

Jil Winandy (University of Vienna)

Combining International and Local Narratives: The Role of Local and Regional Levels in the Comparative History of Nineteenth Century Schooling

Johannes Westberg (Örebro University)

From Paris 1799 to PISA 2000 – How Spaces of Comparison were Established by Metrics

Lukas Boser (School of Education FHNW)

**PRP– 69847 PREFORMED PANEL. EDUCATION, A TRANSNATIONAL CAUSE?
THE CONCEPTUALIZATION AND CIRCULATION OF EDUCATIONAL
MODELS IN THE TWENTIETH CENTURY**

Convenor: Émeline Brylinski (University of Geneva)

Room: 253

Shaping Education as a transnational cause: states 'contributions to the "international code for public education" and subjacent power dynamics (1934–1968)

Émeline Brylinski (University of Geneva)

Making the "Good African": Transatlantic Circulations and Educational Innovations in the Colonial and Post-colonial Era (1920–1970)

Anton Tarradellas (University of Geneva)

In the heart of global higher education: International Conferences in the field of higher education and the making of transnational norms and standards in the first 20th century

Guillaume Tronchet (Ecole normale supérieure, Paris)

**PRP–81804 PREFORMED PANEL. EDUCATIONAL SPACES IN ITALY:
EXAMPLES OF FRACTURES AND INNOVATION IN PLACES AND MENTALITY**

Convenor: Simonetta Polenghi (Università Cattolica Milano)

Discussant: Inés Dussel (DIE-CINVESTAV)

Room: 254

"Community" according to Adriano Olivetti: transforming the factory and urban physical space into an educational space

Sabrina Fava (Università Cattolica Milano)

The spaces devoted to educational Gymnastics in Italy during the second half of the 19th century: logistical needs and symbolic meanings

Paolo Alfieri (Università Cattolica Milano)

Feeling at home: new spaces for the education of children without families in the Italian "Villaggio Belvedere" during the XX century

Anna Debè (Università Cattolica Milano)

Inside and outside the "magic box". Images of television as a new medium in the Italian children's magazine "Corriere dei Piccoli" (1954–1971)

Simonetta Polenghi (Università Cattolica Milano)

**PRP–50485/21863 SYMPOSIUM. SIMBOLISMOS, MATERIALIDADES
Y FORMAS DE RECUERDO DE LA VIOLENCIA EDUCATIVA DE LOS
PROCESOS POLÍTICOS AUTORITARIOS EN IBEROAMÉRICA
PANEL 2**

Convenors: Antonio Romano (Universidad de la República), Pablo Pineau & Ana Diamant (Universidad de Buenos Aires)

Room: 120

La simbología en el sistema educativo franquista. Experiencias en una escuela rural

Maria Teresa Bejarano Franco (Universidad de Castilla La Mancha)

Resistencias en la formación de maestros en la dictadura cívico-militar en Uruguay (1973 – 1984) y pedagogía autoritaria

Eloisa Bordoli (Universidad de la República)

Los sustitutos: El movimiento escolar como espacio de aprendizaje político transgeneracional durante el Chile (post)dictatorial

Cristina Alarcón (Humboldt – Universität zu Berlin)

PRP-34306/34565 SYMPOSIUM. SCHOOL BUILDING PROGRAMS IN THE FRONTIER OF DIFFERENT ENDEAVOURS: NATION BUILDING AND PEDAGOGICAL REFORM MOVEMENTS IN THE EDUCATIONAL SPACE OF SOUTHERN-EASTERN-EUROPE FROM 1880S TO THE 1930S
PANEL 2

Convenor: Imre Garai (Eötvös Loránd University)
& András Németh (Eötvös Loránd University, János Selye University)
Room: 111

Schools in the countryside: Wekerle Garden City near Budapest

Beatrix Vincze (Eötvös Loránd University)

The social and educational reform movements and the school building programme around 1900 in Budapest

Imre Garai (Eötvös Loránd University),
András Németh (Eötvös Loránd University, János Selye University)

*New school in Czechoslovakia (Sudeten German and Czech examples)
– a space for educational school reform and life reform after 1918*

Tomas Kasper (Technical University of Liberec),
Dana Kasperova (Technical University of Liberec)

*The first portuguese republic (1910–1926): schooling, secularisation,
worship of the homeland and pedagogical renewal*

Joaquim Pintassilgo (University of Lisbon)

SWG 1.02. Gendering Local, National, Regional, Transnational and Supra-National Histories of Education
IMPERIALISM, NATIONALISM AND SHAPING GIRLS' EDUCATION

Chair: Kay Whitehead (Flinders University)
Room: Auditorium A

Mrs Pelham Johnson in Tanganyika Territory (1939–1959); shaping policies of girls' schooling

Florence Wenzek (University Paris Descartes)

*The Expansion of the Western Space in Japan (1859–): Culture, Community,
Class, and Gender in Girls' Mission Schools in Foreign Settlements and Japanese Cities*

Keiko Sasaki (University of Electro-Communications)

Gender, Architecture, and Everyday Spaces at Secondary Girls' Schools in Hong Kong 1921–1941

Meng Wang (University of Sydney)

*'Modernizing' Autocracy via Female Minds and Bodies: Women at School for the New Ethiopian Nation
(1940s–1960s)*

Guidi Pierre (CEPED/IRD)

**SWG 3.02. HISTORY OF EDUCATIONAL FUNDING: MODELS, DEBATES
& POLICIES – INTERNATIONAL PERSPECTIVE (1800–2000)**
EFFICIENCY, QUALITY, EQUITY...: ISSUES RELATED TO EDUCATION FUNDING MODELS?

Chair: Johannes Westberg & Clémence Cardon-Quint
Room: Auditorium B1

*Regulating regional variations in primary schooling: the case of state subsidy reform
in early twentieth century Sweden*

Johannes Westberg (Örebro University)

To spend or not to spend on educational quality? Focus on the French budgetary process: people, practices and decisions (1967–1995)

Clémence Cardon-Quint (Université de Bordeaux)

What does it matter where the money comes from? School-building, finance and politics

Adam Wood (Monash University)

Are “public” schools better? School Fees vs Funds and School Quality in 18th Century Switzerland

Gabi Wuethrich (University of Zurich)

SWG 4.02. HISTORY OF LAIC EDUCATION: CONCEPTS, POLICIES AND PRACTICES AROUND THE WORLD

CONTRASTING SPACES: RELIGIOUS/SECULAR/LAIC EDUCATION.
PUBLIC/PRIVATE; DISCOURSE/PRACTIQUE

Chair: Bruno Poucet

Room: Auditorium B2

Laïque or religious? The use of foreign ideas as a source of legitimation at the origins of secondary education in Argentina

Felicitas Acosta (Universidad Nacional de General Sarmiento)

La Diferenciación Entre Educación Pública Y Privada En Los Regímenes De Laicidad En Mexico (1833–1993)

Adelina Arredondo (Universidad Autónoma del Estado de Morelos)

La educación Laica en Colombia durante la segunda mitad del siglo XIX.

Entre los imaginarios, discursos y prácticas

Luis Alfonso Alarcon Meneses (Universidad del Atlántico)

FRIDAY JULY 19

14:30 – 16:00

1.06. NATIONS, EMPIRES AND THE GEOPOLITICS OF KNOWLEDGE AND EDUCATION**Chair:** Yasmina Álvarez González (Universidad de La Laguna)**Room:** 141*The process of institutionalization of pedagogy in Spain before the Civil War***Yasmina Álvarez González** (Universidad de La Laguna)*A pedagogy for settlement: The place of activity in progressive education***Daniel Perlstein** (University of California)*The 'borrowing' of Pestalozzian teaching methods in the Australian colonies of New South Wales and Victoria***Keith Moore** (Queensland University of Technology, Australia)*New media, new spaces? How the collaborative production of new educational media (Educational Films and School Television) challenged national Orders of Education in 20th Century Europe***Anne Bruch** (European University Institute Florence),**Steffen Sammler** (Georg Eckert Institute. Leibniz Institute for International Textbook Research Braunschweig)**1.07. NATIONS, EMPIRES AND THE GEOPOLITICS OF KNOWLEDGE AND EDUCATION****Chair:** José Gonçalves Gondra (State University of Rio de Janeiro)**Room:** 244*Reform and Liberty: Protestantism and his influence on the governance of American colleges and universities***Paola Virginia Suárez Ávila** (Universidad Nacional Autónoma de México)*Priest Gabriel Malagrida (S.J.) missionary in the Court and in the Portuguese America of the 18th century: innovations and reforms in the educational context***Cezar de Alencar Arnaut de Toledo** (State University of Maringá),**Vinicius Furlan** (State University of Maringá)*Civilizar y educar: José Cecilio del Valle y José Bonifácio en los procesos de independencia de América Central y Brasil (1821–1823)***Andrés Eduardo García Lainez** (State University of Rio de Janeiro),**Fátima Aparecida do Nascimento** (State University of Rio de Janeiro),**José Gonçalves Gondra** (State University of Rio de Janeiro)*Almanachs de poche publiés au XIXème siècle: des spectatives de lecteurs et de lecture dans la section "O Anno Novo"***Ana Paula Pedersoli Pereira** (Federal University of Minas Gerais),**Isabel Cristina Alves da Silva Frade** (Federal University of Minas Gerais)

61

3.07. CONTRASTING SPACES: URBAN/RURAL; CENTER/PERIPHERY; METROPOLE/EMPIRE**Chair:** Luana Salvarani (Università di Parma, Italia)**Room:** 245*Bildung as a process between the self and the other. Karl Emil Franzos' "Der Pojaz" as an example for educational prefiguration between Eastern and Western Europe in the 19th century***Marco Lorenz** (Humboldt University of Berlin, Research Library for the History of Education at the DIPF, Leibniz Institute for Research and Information in Education, Berlin)*"Little School on the Prairie": myth and reality of the country school as iconic space of American education***Luana Salvarani** (Università di Parma, Italia)

4.13. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Helen Proctor (University of Sydney)

Room: 246

Climate migration, corporate liberalism, and a regional textbook: A lesson from New Deal America, 1935–1945

Michael Bowman (Iowa State University)

A Creative Solution to “The Problem of Shelter”: A University Campus on an Air Base 1948–1969

Frances Kelly (University of Auckland)

Mapping a field for intensified parental engagement in schooling in Australia, 1960s to 1970s

Helen Proctor (University of Sydney),

Heather Weaver (University of Sydney)

4.14. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Dóra Czeferner (University of Pécs Faculty of Humanities)

Room: 247

Classrooms and other Facilities in the Hungarian Teacher Training Institutions

Béla Molnár (Eötvös Loránd University)

Feminist Organisations as Spaces of Non-Institutional Education in Austria-Hungary at the Turn of the Century

Dóra Czeferner (University of Pécs Faculty of Humanities)

Opening of spaces in the light of photos about women’s leisure activities in Hungary between 1900–1940

Dorina Szente (Eötvös Loránd University Faculty of Education and Psychology)

The site of Plataiai: educational space on the map of XIX century Greece

Andrej Mozhajsky (Moscow State Pedagogical University)

5.15. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Gisele Belusso (University of Caxias do Sul)

Room: 248

School Nossa Senhora de Lourdes: Stories of subjects and practices (1922–1954)

Gisele Belusso (University of Caxias do Sul)

Nossa Senhora do Amparo School and its pedagogical practices

Micheli da Cruz Cardoso Tavares (State University of Rio de Janeiro)

Santa Teresinha Institute – Bragança-Pará, Brazil: memories of a student of 1st to 4th grade (1976 – 1980)

Lorena Bischoff Trescastro (Federal University of Pará),

Cilene Maria Valente da Silva (Federal University of Pará)

The love of art and people with intellectual disability: museums as places for teaching art

Agda Brigatto (University of Campinas),

Lucia Helena Reily (University of Campinas)

5.16. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Zsuzsanna Huszár (University of Pécs)
Room: 249

Villa della Montesca: educational place of care and culture for the children of the peasants of the Alta Valle del Tevere (1901–1981)

Dario De Salvo (University of Messina)

School gardens as educational spaces

Zsuzsanna Huszár (University of Pécs)

Spaces of Nature and Childhood: Jewish Children and Animals in Modern Europe

Tal Kogman (Tel Aviv University)

La constitución de los espacios institucionalizados para la educación de ciegos y sordos en el siglo XIX en Brasil

Cássia Geciauskas Sofiato (University of São Paulo)

6.07. SPACES OF CRITIQUE: ALTERNATIVE EDUCATIONS AND PEDAGOGIES

Chair: Laura Fontán de Bedout (Universidad de Barcelona)
Room: 250

El espacio como vía de educación moral: el papel de los talleres de autonomía en el Colegio Fontán Capital

Laura Fontán de Bedout (Universidad de Barcelona),

Eric Ortega González (Universidad de Barcelona)

Paradigms in the European Perspectives of Religious Education from the 20th century to the present day

Judit Bognárné Kocsis (University of Pannonia)

Spaces of Criticism between science and religious education in 20th-century Sweden:

Emilia Fogelklou – an educational traditionalist or visionary?

Charlott Wikström (Umeå University)

Seeing-judging-Acting: A catholic workers' place for discussion and action in the Franco dictatorship

Carlos Martínez Valle (Universidad Complutense de Madrid)

7.10. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Javier González Moreno (Universidad de Murcia)
Room: 252

Researching International Knowledge Transfers: the Case of Civic Education in Costa Rican Secondary School 1951–2010

Luis Carlos Morales Zuñiga (Humboldt Universität zu Berlin)

Education as a space for resistance and societal transformation.

A comparative perspective: Spain and Myanmar

Tamar Groves (Extremadura University),

Marte Nilsen (PRIO)

El Partido Socialista Obrero Español y la Ley Orgánica del Derecho a la Educación de 1985: Iglesia, Estado, mapa escolar y participación

Javier González Moreno (Universidad de Murcia)

PRP-21951 PREFORMED PANEL. CONSTRUCTING CENTRAL EUROPE AS AN EDUCATIONAL SPACE: A LIMITED COSMOPOLITANISM?

Convenor: Marcelo Caruso (Humboldt – Universität zu Berlin)

Room: Auditorium A

Cosmopolitanism on a local level. Content analysis of the protocols of the General Assembly of Budapest (1873–1949)

Zoltán András Szabó (Eötvös Loránd University), **Miklós Lázár** (Eötvös Loránd University)

Esperanto en Berlino – Language instruction, cosmopolitan values and the city as place of distribution

Daniel Töpfer (Humboldt – Universität zu Berlin)

Professionalization as cultural transfer. The impact of international training models on the professionalization of Hungarian secondary school teachers (1862–1900)

Imre Garai (Eötvös Loránd University),

András Németh (Selye János University)

International Contacts of German-speaking Teachers' Organisations in Czechoslovakia (1918–1938)

Stefan Johann Schatz (Humboldt – Universität zu Berlin)

PRP-23343 PREFORMED PANEL. SPACES OF BILDUNG. SOCIAL IMPLEMENTATIONS OF AN APPLIED CONCEPT OF KNOWLEDGE AND SUBJECT BETWEEN UNIVERSAL AND NATIONAL AMBITIONS

Convenors: Mette Buchardt (Aalborg University) & Rebekka Horlacher (University of Zurich)

Discussant: Alexandre Fontaine (University of Vienna)

Room: 253

National Cultural Protestant ways around Bildung in an emerging Nordic welfare-nation-state, early and mid-20th century

Mette Buchardt (Aalborg University)

Between the claim to universal validity and international marginality: The transformational theory of Bildung in contemporary German educational science

Sophie Pia Stieger (University of Vienna)

Schleiermacher's educational theory in the context of the Prussian vocational-or-liberal-education of the early 19th century

Rebekka Horlacher (University of Zurich)

PRP-48880 PREFORMED PANEL. LA CULTURA MATERIAL DE LA ESCUELA Y SUS ESPACIOS SOCIALES (BRASIL Y EUROPA, SIGLOS XIX Y XX)

Convenor: Juarez José Tuchinski dos Anjos (University of Brasília)

Room: 254

Un edificio adecuado para la educación de la infancia: el espacio escolar en las prescripciones higiénicas

Heloísa Helena Pimenta Rocha (State University of Campinas)

Gustavo José Alberto y la "invención" y circulación del primer pupitre escolar patentado en Brasil (1881–1884)

Juarez José Tuchinski dos Anjos (University of Brasília)

Abastecimiento material de escuelas primarias: El movimiento de la Firma 'Paschoal Simone & Cia' en las primeras décadas del siglo XX

Vera Lucia Gaspar da Silva (State University of Santa Catarina),

Gizele de Souza (Federal University of Paraná)

Procesos de producción, distribución y uso de los objetos escolares en el lyceu maranhense (1835-1885)

Cesar Augusto Castro (Federal University of Maranhão)

PRP-43560 PREFORMED PANEL. GRAY ZONES OF EDUCATION UNDER THE SOVIET COMMUNIST RULE

Convenor: Iveta Kestere (University of Latvia)

Discussant: Ulrike Mietzner (Technische Universität Dortmund)

Room: 120

Communist propaganda and hidden resistance in the classrooms of Latvia (1945–1985)

Iveta Kestere (University of Latvia),

Kitija Valeina (University of Latvia)

Filling in the gaps in the educational system – emotions and sexuality in girlish informal learning practices in Polish schools under communism (1945–1989)

Katarzyna Stańczak-Wiślicz (Polish Academy of Sciences)

Creating new spaces of commemoration. A case study from communist Hungary

Attila Nóbik (University of Szeged)

PRP-55720 MULTILINGUAL PANEL. THE MAKING OF GLOBAL STUDENT: CULTURE, POLITICS AND THE MAKING OF INTERNATIONAL HIGHER EDUCATION IN THE CITÉ INTERNATIONALE UNIVERSITAIRE IN 20TH-CENTURY PARIS

Convenor: Guillaume Tronchet (Ecole normale supérieure, Paris)

Discussant: Guillaume Tronchet (Ecole normale supérieure, Paris)

Room: Auditorium B2

The Local Making of Global Student: El Colegio de España en París, escuela de democracia y libertad

Antonia María Mora Luna (University of Lisbon)

Choosing France. Letters in support of application to the Cité internationale étudiante of Paris

Antonin Durand (CI Migrations)

Making of Global Student through Sports: Physical and Moral Education of the Intellectual Youth at Cité Universitaire de Paris from 1945 to 1969

Lidia Lesnykh (Université de Lausanne)

PSP 4.02. ABOUT LAIC/SECULAR EDUCATION. CONTRASTING SPACES: GENDER, CULTURAL AND RELIGIOUS DIVERSITY

Chair: Adelina Arredondo (Universidad Autónoma del Estado de Morelos)

Room: 111

Sports as the new model of citizen empowerment: Secularism and Religion in the first half of the 20th century in Uruguay

Paula Malan (ISEF/Universidad de la República/IUACJ)

Laicism and the dispute for sexual education in México, 20th and 21st centuries

Salvador Camacho Sandoval (Universidad Autónoma de Aguascalientes),

Yolanda Padilla Rangel (Universidad Autónoma de Aguascalientes)

Educación laica e Interculturalidad en Colombia a inicios del siglo XXI: entre el discurso y la práctica

Celmira Castro Suarez (Universidad del Atlántico)

La educación religiosa en las escuelas públicas brasileña. La laicidad y el debate en el supremo tribunal federal (2017)

Federico José Alvez Cavanna (State University of Paraná)

PSP 7.02. MIGRANTS, INTEGRATION AND EDUCATION

Chair: Zsófia Julia Toszegi (University of Pecs)

Room: Auditorium B1

Life Stories of Resettling Heritage Language Learners in Hungary

Zsófia Julia Toszegi (University of Pecs)

Oral histories of newly arrived migrant children's experiences of schooling in Denmark from the 1970s to the 1990s

Jin Hui Li (Aalborg University)

Cambio familiar y migración: etnografía de las estrategias educativas de las familias de migrantes en la provincia de Cañar (Ecuador)

Javier González Díez (Universidad Nacional de Educación/UNAE)

SATURDAY JULY 20

09:00 – 11:00

1.08. NATIONS, EMPIRES AND THE GEOPOLITICS OF KNOWLEDGE AND EDUCATION**Chair:** Lisbeth Matzer (a.r.t.e.s./University of Cologne)**Room:** 241*'Hybrid spaces': the Japanese teachers in colonial Korea (1910–1945)***Yoonmi Lee** (Hongik University, Seoul)*A Japanese philosopher of education's stay in China in Wartime***Liu Xing** (Beijing Normal University)*A place for experiments: teachers, Hitler Youth and the realization of a "Unity of Education" in Nazi-occupied Slovenia (1941–1945)***Lisbeth Matzer** (a.r.t.e.s./University of Cologne)*Jerarquizar la experiencia de represión estudiantil: jóvenes mexicanos en la International Union of Students (IUS), 1950–56***Aymara Flores Soriano** (Universidad de las Américas Puebla)*Institutional strategies (CPS, IF Sul de Minas, IFSP) in the elaboration of internationalization policies and strategies***Sueli Soares dos Santos Batista** (State Center for Technological Education Paula Souza)**2.09. CIRCULATIONS AND CONNECTIONS: LOCAL, (TRANS) NATIONAL AND GLOBAL CARTOGRAPHIES**

67

Chair: Felicitas Acosta (Universidad Nacional de General Sarmiento)**Room:** 244*Educational modernization strategies in Spain and Turkey at the beginning of the 20th century***Christian Roith** (Universidad de Almería)*French educators at the origins of secondary education in Argentina: circulation of ideas and practices by the end of the 19th century***Felicitas Acosta** (Universidad Nacional de General Sarmiento)*The knowledge transfer of Chinese graduates of schools of education in the USA (1914–1949)***Wei-Chih Liou** (National Taiwan Normal University)*Olympiads as elite educational spaces: transnational fostering of scientific talent during the Cold War***Daniel Lövhheim** (Stockholm University)*The liceal education faces the new socioeconomic realities emerging from the post-war (1945–1968)***António Gomes Ferreira** (University of Coimbra),**Luís Mota** (Polytechnic Institute of Coimbra)**2.10. CIRCULATIONS AND CONNECTIONS: LOCAL, (TRANS) NATIONAL AND GLOBAL CARTOGRAPHIES****Chair:** Carlos Martínez Valle (Universidad Complutense de Madrid)**Room:** 245*The moyenne durée place of Spanish academic pedagogy***Carlos Martínez Valle** (Universidad Complutense de Madrid)

Circulación trasnacional y dinámicas locales en la conformación de una agenda de la sociología de la educación en Uruguay en las décadas de 1950 y 1960

Lucas D'Avenia (Universidad de la República, Uruguay/Universidad Nacional de Quilmes, Argentina)

Las transferencias educativas como industria. El caso de España/Brasil en la década de los noventa

Leoncio Vega Gil (Salamanca University),

Juan Carlos Hernández Beltrán (Salamanca University)

3.08. CONTRASTING SPACES: URBAN/RURAL; CENTER/PERIPHERY; METROPOLE/EMPIRE

Chair: Ildikó Jelenszky Fábíán (Hungary)

Room: 246

The correlations of use of space and child rearing in miners' wives' life stories in Hungary during the period of state socialism (1949–1989)

Ildikó Jelenszky Fábíán (Hungary)

The Gary Schools Plan, 1890–1910: the progressive design of space and place reconsidered

Malcolm Thorburn (University of Edinburgh)

El campo y la ciudad como lugares de la nación: una mirada desde la alimentación y la educación alimentaria escolar (1936–1961)

Angela Aisenstein (Universidad de San Andrés, Argentina),

Cecilia Almada (Universidad de San Andrés, Argentina)

The presence of the North Interior of Portugal in the Normal School of Porto (1882–1910)

Juliana Martins da Rocha (University of Porto),

Margarida Louro Felgueiras (University of Porto),

Anabela Amaral (University of Porto)

68

Profesores prisioneros: qué saber antes de la docencia en la cárcel

Marcos Melo de Oliveira (University of Uberaba),

Luciana Beatriz de Oliveira Bar de Carvalho (University of Uberaba)

4.15. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Rosane Michelli de Castro (State University of São Paulo)

Room: 247

Teaching methods: How important were they in the 1930s to improve educational processes?

A study based on an educational journal of São Paulo

Regina Cândida Ellero Gualtieri (Federal University of São Paulo),

Renata Marcílio Cândido (Federal University of São Paulo)

The aspects of the material culture of the institutions of teacher training in Brazil (1827–2011)

Rosane Michelli de Castro (State University of São Paulo)

Revista Escola (1934–1935) as a resource of material culture school in the state of Pará, Brazil

Cilene Maria Valente da Silva (Federal University of Pará),

Lorena Bischoff Trescastro (Federal University of Pará)

4.16. MATERIAL, TEXTUAL, IMAGINED AND VIRTUAL SPACES OF EDUCATION

Chair: Letterio Todaro (Università di Catania)
Room: 248

An elitist space to learn: the “privata reginae ferrariensis academia” in the Renaissance Court of Ferrara (1535–1554)

Antonella Cagnolati (University of Foggia)

The representation of the spaces of education in “Il giornalino della domenica” in the years of the first editorial direction of Luigi Bertelli (Vamba): 1906–1911

Susanna Barsotti (University of Cagliari)

Reshaping the material spaces of education according to scientific criteria: the pedagogical debate in Italy in the late XIX Century and the original contribution by Emanuele Latino

Letterio Todaro (Università di Catania)

Italian Cinema as a space of education during the Fascist Regime (1922–1943)

Livia Romano (Università di Palermo)

Espaces littéraires et lieux éducatifs. La bonne route et les autres chemins de Pinocchio

Leonardo Acone (Università degli Studi di Salerno)

5.17. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Cláudia Pinto Ribeiro (University of Porto)
Room: 249

The Centers of Interest read in the Brazilian manuals (1931–1940)

Juliana Chiarini Balbino Fernandes (University of the Sapucaí Valley; Federal University of São Paulo)

Cultura escolar y uso público de la historia enseñada: la producción de mitos y narrativas histórica en la escuela ecuatoriana

Juan Carlos Brito Román (Universidad Nacional de Educación/Universidad de Santiago de Compostela)

Modernistas... ¡pero no mucho! – La Educación en la literatura modernista en Brasil (1920–1940)

Cláudia Pinto Ribeiro (University of Porto/CITCEM),

Vanessa Konopczyk (State University of Campinas)

Children’s texts as emotional expression or political process?

The educational space of experimental education projects and their data collection as historical sources in a policy history perspective

Mette Buchardt (Aalborg University)

The hygienist policy and the education of helpless girls into the assistance institutions in Pará state (1850–1910)

Laura Maria Silva Araújo Alves (Federal University of Pará)

5.18. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Inés Fombella-Coto (Universidad de Oviedo)
Room: 250

A september 7, in the imperial Pedro II School: the celebrations of the independence of Brazil

Elisabeth M. Silva (independent researcher)

Los espacios educativos del siglo XXI: antecedentes y nuevas tendencias

Inés Fombella-Coto (Universidad de Oviedo)

Egon y Frieda Wolff: el lugar de los archivos como fuentes memoriales

Vanessa dos Santos Novais (State University of Rio de Janeiro)

Cultural institutions as spaces for discussion on the education of Rio Grande do Norte, Brazil (1889–1930)

Arthur Cassio de Oliveira Vieira (Federal University of Rio Grande do Norte),

Olivia Morais de Medeiros Neta (Federal University of Rio Grande do Norte)

Educational spaces and places in privacy and intimacy: German 19th century youth diaries

Sylvia Wehren (Stiftung Universität Hildesheim)

5.19. EDUCATIONAL PLACES: MEMORIES, SENSORY AND EMOTIONAL EXPERIENCES, INTERPRETATIONS

Chair: Livia Vass (University of Pécs)

Room: 252

Beyond the classroom: the general education of musical prodigies in the 19th and early 20th century

Andrea Graus (Centre Alexandre Koyré, Centre National de la Recherche Scientifique/CNRS)

The perspective of generation experience affecting on individual's personal music significances, and how it reflects to musical values of the age group

Annika Tammela (University of Jyväskylä)

La Educación Física a toda hora en la escuela. Análisis de una propuesta corporal en la Nueva Argentina de Perón

Iván Pablo Orbuch (Universidad Nacional de Hurlingham – Instituto de Educación/UBA)

Hungarian Physical Education Teaching Methodological Journal researching (1965–1989)

Livia Vass (University of Pécs),

Henriette Pusztafalvi (University of Pécs)

Innovation in Education: to what do “Innov-” words refer in Paedagogica Historica?

Maiza de Albuquerque Trigo (University of Coimbra),

Rooney Figueiredo Pinto (University of Coimbra),

António Gomes Ferreira (University of Coimbra)

70

6.08. SPACES OF CRITIQUE: ALTERNATIVE EDUCATIONS AND PEDAGOGIES

Chair: Alba María Gómez Sánchez (University of Salamanca)

Room: 253

Arenas for debate (political and social) in Movimiento Cooperativo de Escuela Popular

Alba María Gómez Sánchez (University of Salamanca)

The psychological discourse in the educational field: a critical review of its historical configuration and its current evolution

Adrián Martín Azrak (Universidad de Buenos Aires)

Educational process and social interaction: the case study of straw huts school at Sarakatsani nomad community

Maria Giannakou (Katholieke Universiteit Leuven)

Educación diferenciada: reivindicando el movimiento social indígena en Brasil

Milen Margareth Fernandes Schramm (University of São Paulo)

7.11. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Deanna Michael (University of South Florida)

Room: 254

The educating city: the gender inequality stamped on the streets of Itatiba

Laura Reily de Souza (University São Francisco),

Lorena Freire de Andrade (University São Francisco),

Thainá Guaresma Fernandes (University São Francisco),

Dhosane Kelly Fernandes Silva (University São Francisco),

Josiane Lemes Agenor (University São Francisco),

Thais Freire (University São Francisco)

Space and places of education: gender and teaching on unlikely success stories at school (São Paulo e Rio de Janeiro, 1870–1985)

Paula Perin Vicentini (University of São Paulo),

Rita de Cassia Gallego (University of São Paulo),

Vivian Batista da Silva (University of São Paulo)

The Impact of Political Speech: Creation and Removal of Educational Space

Deanna Michael (University of South Florida)

History of school choice vs. equalization policy in South Korea: political struggle for schools as geographical space

Youl-Kwan Sung (Kyung Hee University)

Intelectuales, educación pública y laicidad en el Uruguay (1946–1951)

Federico José Alvez Cavanna (State University of Paraná)

71

7.12. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Monika Kovács (Eötvös Loránd University)

Room: Auditorium A

Competitive victimhood transformed into monuments: Budapest's Liberty Square

Monika Kovács (Eötvös Loránd University)

Public space, Social space and Claim space: civic celebrations and social movements between the 1970's and the 1990's

Maria Augusta Martiarena de Oliveira (Federal Institute of Education, Science and Technology of Rio Grande do Sul)

Space and place in historical drama: Kynren and the pageant movement in context

Angela Bartie (University of Edinburgh),

Linda Fleming (University of Glasgow),

Mark Freeman (UCL Institute of Education),

Tom Hulme (Queen's University Belfast),

Alexander Hutton (King's College London),

Paul Readman (King's College London)

Contested spaces: Debates on common vs. separate educational institutions for depressed classes in colonial India

Chandra Lekha Singh (Jawaharlal Nehru University)

Textbook politics. Citizenship and democracy in American Civics books, 1940–2010

Pieter van Rees (University of Groningen)

7.13. THE POLITICS OF PLACE: AUTHORITY, CITIZENSHIP, DEMOCRACY, GENDER AND EMPOWERMENT

Chair: Stephanie Spencer (University of Winchester)

Room: Auditorium B1

Historiography of Foreign Education in China

Luxi Chen (Beijing Normal University),

Qing Xia (Beijing Normal University)

Tracing teacher lives – A collective biography of the public school teachers in a local community, northern Sweden ca. 1840–1940

Emil Marklund (Umeå University)

Mujeres olvidadas en los papeles, perennes en el tiempo: Las consejeras que actuaron en el Consejo Federal de Educación (Brasil – 1961/1995)

Maria Celi Chaves Vasconcelos (State University of Rio de Janeiro),

Ana Cristina Borges Lopez Monteiro Francisco (State University of Rio de Janeiro)

Home education in the families of nobility in places of exile (Russia in the second half of the 18th – first half of the 19th century)

Olga Solodyankina (Cherepovets State University)

From government to community: three landmarks in the history of educational spaces in São Paulo, Brasil

Ana Gabriela Godinho Lima (Mackenzie Presbyterian University),

Rodrigo Mindlin Loeb (Mackenzie Presbyterian University)

72

PRP–68460 MULTILINGUAL PANEL. THE OCCUPATION OF THE STREETS WITH ‘EDUCATIONAL-INDOCTRINAL’ PURPOSES’

Convenor: Eulalia Collelledemont (University of Vic/Catalonian Central University)

Discussant: Ian Grosvenor (University of Birmingham)

Room: 111

Marching on the Streets: Meanings of the May 1st Parades in the Communist Hungary

Lajos Somogyvári (University of Pannonia)

The evolution of the imagined urban landscapes surrounding the educational buildings at the time of Francoism. The audio-visual representations

Eulalia Collelledemont (University of Vic/Catalonian Central University),

Raquel Cercós (University of Barcelona)

Representaciones de la Sección Femenina en los espacios públicos: pluralidades y paradojas de género

Pilar Prat (University of Vic),

Isabel Carrillo (University of Vic)

David against Goliath: streets, monumentality and ambience in the Portuguese news or the Lusitanian pax as a throwing weapon against the Iberian giant, in the Estado Novo / Francoism relations

Ana Luísa Fernandes Paz (University of Lisbon)

“Wide streets, abundant beautiful buildings”: Propagated image of Moscow in Soviet Latvian textbooks

Iveta Kestere (University of Latvia),

Baiba Kalke (University of Latvia)

**PRP-75158 MULTILINGUAL PANEL. NATIONAL, INTERNATIONAL AND/OR
TRANSNATIONAL? DISENTANGLING DIMENSIONS OF WOMEN'S EDUCATIONAL WORK**

Convenor: Rebecca Rogers (Université Paris Descartes)

Room: Auditorium B2

*International Women's Organisations and the Politics of Knowledge:
Organisational Positioning and Encounters Across an "East/West" divide*

Joyce Goodman (University of Winchester)

*The Vocational Education Project of Greek Interwar Feminist Organizations:
Tracing National, Regional and International Encounters*

Katerina Dalakoura (University of Crete)

Les États-Unis, modèle pour l'instruction des filles en France?

Marie Dugard ou la naissance d'une expertise transnationale en éducation

Mélanie Fabre (Ecole des hautes études en sciences sociales)

*Un «club international» pour accueillir étudiantes et diplômées étrangères à Paris? Reid Hall,
centre éducatif entre rapprochement franco-américain et internationalisation (1922-1964)*

Marie-Elise Hunyadi (Université de Genève/Université Paris Descartes)

*Tracking women's colonial mission in the Alliance Israélite Universelle's interventions
in northern Africa and the Middle East (late 19th, early 20th century)*

Rebecca Rogers (Université Paris Descartes)

INDEX OF DELEGATES

A

Abdala, Rachel Duarte 7.05.
Acone, Leonardo 4.16.
Acosta, Felicitas 2.09., SWG 4.01., SWG 4.02.
Afonso, José António 2.08.
Agumagu, Joy Ejiuwa
Alam, Naufal Ahmad Rijalul 3.05.
Amaral, Giana Lange do 3.02.
Amgarten Quitzau, Evelise PRP-57031
Andrade, Alda Namora de SWG 9.02.
André, Rebeca Helena 7.02.
Mahamud Angulo, Kira PRP-88697
Aisenstein, Angela 3.08., 4.02.
Alarcón, Cristina 2.07., PRP-50485/21863
Alarcon Meneses, Luis Alfonso SWG 4.02.
Alfieri, Paolo PRP-81804
Allison, John 1.02.
Almada, Cecilia 3.08.
Almeida, Marilene Oliveira 2.04., 6.06.
Alvarez Dominguez, Pablo 4.09.
Álvarez González, Yasmína 1.06., PRP-14641
Alves, Laura Maria Silva Araújo 5.17
Alvez Cavanna, Federico José 7.11., PSP 4.02.
Amaral, Giana Lange do 3.02.
Amsing, Hilda T.A. 4.05.
Anjos, Juarez José Tuchinski dos PRP-48880
Antenhofer, Christina PRP-66406
Antunes, Carlos Humberto Fortes
Araújo, Francisco Miguel PSP 1.01.
Arduini, Guilherme Ramalho PSP 4.01.
Arredondo, Adelina SWG 4.01., SWG 4.02., PSP 4.02.
Augschöll, Annemarie PRP-26934
Avalos-Bevan, Beatrice PRP-78623
Avanzini, Claudinéia Maria Vischi 6.06.
Axiá, Francesca
Azevedo, Laís Paula de Medeiros Campos 5.02., 5.05.
Azevedo, Rodrigo 4.12.

B

Baker, Scott 5.10.
Bakker, Nelleke 4.09., PRP-66406, SWG 1.01
Balogh, Brigitta Zsuzsanna PRP-11699
Balogh, Janka PRP-11699
Banga, Jean-Louis Yerima PSP 4.01.
Barceló-Bauzá, Gabriel 2.06., 5.05.
Barker, Emily PRP-41043, SWG 7.01.
Barsotti, Susanna 4.16.
Basto, Céu 5.07., 5.11.
Bastos, Maria Helena Camara 2.02.
Batista, Pía 4.11.
Batista, Sueli Soares dos Santos 1.08.
Beadie, Nancy PRP-34412, PSP 3.01.
Bedout, Laura Fontán de 6.07.
Bejarano Franco, Maria Teresa PRP-50485/21863
Belusso, Gisele 5.15.
Bennett, Deirdre SWG 3.01.
Berasategi, Olaia Miranda 5.02.
Beschizza, Rafaela Magalhães França 4.03.
Bezrogov, Vitaly 4.06.
Bies, Andrzej Pawel 4.06., 5.06.
Bittar, Marisa PRP-14641, SWG 5.02.
Black, Sara 4.07.

Bobrowec, Antonio Francisco 5.02.
 Bolaño Amigo, María Eugenia 1.05.
 Bordoli, Eloisa 7.06., PRP-50485/21863
 Boretska, Viktoria PRP-12304
 Borges, Angélica 2.06.
 Boser, Lukas PRP-16378
 Boss, Cécile PRP-32687
 Boto, Carlota 6.04.
 Bowman, Michael 4.13.
 Bradbury, Natalie 4.10.
 Braster, Sjaak SWG 6.01.
 Brylinski, Émeline PRP-69847
 Buchardt, Mette 5.17., PRP-10875, PRP-12304, PRP-23343
 Bullock, Shawn Michael 4.04., 6.05.

C

Cagnolati, Antonella 4.16., PSP 5.01.
 Cahon, Julien PRP-26934, PSP 4.01.
 Camacho Sandoval, Salvador PSP 4.02.
 Campagnaro, Marnie 4.12.
 Campello, Patricia Carvalho
 Canales Serrano, Antonio Fco. PRP-14641, PRP-50485/21863, SWG 4.01., SWG 5.02.
 Cândido, Renata Marcílio 5.02., 4.15.
 Cantatore, Lorenzo PRP-34306/34565
 Cardenas, John 7.07., SWG 3.01.
 Cardon Quint, Clémence PRP-88697, SWG 3.02.
 Cardoso, Nuno Miguel Borges Pinheiro 1.05.
 Carrillo Gallego, Dolores 4.01.
 Caruso, Marcelo PRP-62543, PRP-21951
 Carvalho, Michele Ribeiro de 4.05.
 Cassemiro, Maria de Fátima Pio 6.06.
 Castro, Cesar Augusto PRP-48880
 Castro, Rosane Michelli de 4.05., 4.15.
 Castro Suarez, Celmira PSP 4.02.
 Ceccarelli, Luisa
 Cercós, Raquel PRP-68460
 Chemane, Orlando Daniel 6.02.
 Chen, Luxi 7.13.
 Chisholm, Linda PRP-78623
 Choi, Doo Jin 5.10.
 Chrost, Marzena 4.06.
 Civera, Alicia
 Collelledemont, Eulalia PRP-68460
 Comas Rubí, Francisca 2.06., 4.02., 5.05.
 Correia, Joana Henriques 5.01.
 Correia, Luís Grosso PRP-81541, PSP 3.01.
 Costa, Natalia Meireles Santos da
 Coussin, Daniel 5.04.
 Cramme, Stefan PRP-88064
 Crettaz, Rebecca SWG 2.01.
 Cruz, Marcia Terezinha Jerônimo Oliveira 3.04.
 Czeferner, Dóra 4.14.

D

Dalakoura, Katerina PRP-75158
 Dantas, Elza Alves 1.04.
 D'Avenia, Lucas 2.10.
 Dávila, Pauli 3.04.
 Debè, Anna PRP-81804
 Dekker, Jeroen SWG 2.02.
 Delgado-Algarra, Emilio José 5.01.
 De Wilde, Lieselot SWG 2.01.

Diamant, Ana PRP-50485/21863
Díaz-Soler, Carlos Jilmar 2.06., 2.08.
Diniz, Aires Antunes 7.08.
Dittrich, Klaus 2.03.
Dores, Hugo Filipe Gonçalves PRP-34412
Dror, Yuval 5.10.
Droux, Joelle SWG 2.01.
Duarte, Adriana Otoni Silva Antunes 2.01., 6.06.
Durand, Antonin PRP-55720
Dussel, Inés PRP-62543, PRP-45164, PRP-81804, SWG 6.01.

E

Edwardsdóttir, Anna Guðrún 7.03.
Egelmeers, Wouter 4.10.
Eisenmann, Linda 7.02.
Endrody-Nagy, Orsolya 4.07.
Ermel, Tatiane de Freitas PRP-88530, PRP-62885, PSP 5.01.
Exalto, John 7.06.

F

Fábián, Ildikó Jelenszky 3.08.
Fabre, Mélanie PRP-75158
Fasan, Giulia 7.04.
Fava, Sabrina PRP-81804
Felgueiras, Margarida Louro 3.08., 5.07., 5.11., PRP-50737
Félix, Inês 4.12.
Fendler, Lynn PRP-45164
Feng Yu, Wang 1.03.
Ferhat, Ismail PRP-26934, SWG 4.01., PSP 4.01.
Fernandes, Juliana Chiarini Balbino 5.17.
Fernandes, Osíria 1.05.
Ferraz-Lorenzo, Manuel PRP-55123
Ferreira, António Gomes 2.09., 5.03., 5.19., 6.04.
Ferreira, Margarida Borges 6.04.
Ferreira, Valdivina Alves
Ferreira Jr., Amarilio PRP-14641
Ferro, Maria Eduarda 3.01.
Fijalkowski, Adam 5.07.
Fizel, Natasa 5.08.
Flecha-García, Consuelo
Carrillo, Isabel PRP-68460
Fombella-Coto, Inés 5.18.
Fontaine, Alexandre PRP-12304, PRP-23343
Fox, Stephanie PRP-12304
Francisco, Ana Cristina Borges Lopez Monteiro 7.13.
François, Aurore SWG 2.02.
Frechetel, Ignacio 2.06
Freeman, Catherine 7.03.
Freeman, Mark 7.12.
Freitas, Tayanne da Costa 5.09., 6.02.
Fuchs, Eckhardt
Fulas, Tatiana de Andrade 4.08.
Furlan, Vinicius 1.07.

G

Galak, Eduardo 4.11., PRP-78193, SWG 6.01.
Garai, Imre PRP-34306/34565, PRP-21951
Garay Montaner, Gerardo 7.08.
García, Ana 7.09.
García Alcaraz, María Guadalupe 2.08.

Garcia Lainez, Andrés Eduardo 1.07.
 Garz, Jona PRP-41043
 Gaudio, Angelo
 Geiss, Michael PRP-34412
 Gelabert Gual, Llorenç 2.04.
 Germanovich, Anastasia SWG 5.01.
 Giannakou, Maria 6.08.
 Giles, Geoffrey
 Gómez Sánchez, Alba María 6.08.
 Gonçalves, Luis 6.04.
 Gonçalves, Maria Neves 5.14.
 Gondra, José Gonçalves 1.07., SWG 5.01., SWG 5.02.
 González-Delgado, Mariano PRP-55123, PRP-62885, PSP 5.01.
 González Díez, Javier 6.05., PSP 7.02.
 González Gómez, Sara 2.06., 5.05., PSP 5.01.
 González Moreno, Javier 7.10.
 Goodman, Joyce PRP-75158
 Göttlicher, Wilfried PRP-26934
 Grana Gil, Isabel 7.03.
 Graus, Andrea 5.19.
 Grilo, Carlos M.
 Grosvenor, Ian PRP-71952, PRP-38113, PRP-68460, SWG 6.01.
 Groves, Tamar 7.10.
 Guardia Wald, Rolando de la 5.11.
 Guichot-Reina, Virginia PRP-55123
 Guidi, Pierre SWG 1.02.
 Gulczyńska, Justyna 7.04., SWG 5.01.

H

78

Habinyák, Erzsébet 6.03.
 Hamel, Thérèse SWG 5.02.
 Harinarain, Ramjeet 7.06.
 Hayes, Joseph 3.05.
 Heesen, Kerstin te 4.04.
 Hélène, Roth 3.02.
 Helfenberger, Marianne PRP-88530
 Henriques, Raquel Pereira 6.01.
 Hernández Huerta, José Luis PRP-62885, PSP 5.01.
 Hernández Laina, M. Yovana PRP-55123
 Hevel, Michael 7.08.
 Hoare, Lottie PRP-45164
 Hof, Barbara
 Hofmann, Michèle PRP-66406
 Hofstetter, Rita PRP-32687, SWG 5.01., SWG 5.02.
 Hongyu Zhou PSP 1.01.
 Hook, Jascha 7.07.
 Horlacher, Rebekka PRP-16378, PRP-23343
 Huang, Hsuan-Yi 4.07.
 Hui Li, Jin PSP 7.02.
 Huimei, Zhou 1.05.
 Huitric, Solenn 3.02., SWG 3.01., SWG 5.01., SWG 5.02.
 Hunyadi, Marie-Elise PRP-75158
 Huszár, Zsuzsanna 5.16.
 Hyun, Jisoo PRP-78779

I

Igayara-Souza, Susana Cecília PSP 7.01.
Igelmo Zaldívar, Jon PRP-62885, PSP 5.01.
Iliadou-Tachou, Sofia 1.05.
Inguanez, Nicholas
Inoue, Leila Maria 2.05.
Isensee, Fanny 3.07.
Ivanova, Dimka 5.13.

J

Jacklin, Heather 3.06.
Jiménez Trujillo, José Francisco 4.01.
Jover Olmeda, Gonzalo PRP-62885

K

Kadena, Laiene Okimura 4.05.
Karakatsani, Despina 5.13., PRP-34306/34565
Kasper, Tomas PRP-34306/34565
Kasperova, Dana PRP-34306/34565
Kelly, Frances 1.02., 4.13.
Kempf, Katalin 6.05.
Kesper-Biermann, Sylvia PRP-12828
Kessler, Stefan PRP-88064
Kesteloot, Stefanie
Kestere, Iveta PRP-71952, PRP-43560, PRP-68460, SWG 5.01.
Keynes, Matilda PRP-10875, PRP-41043
Kim, Kyung-Min 3.04.
Kleinau, Elke
Kobayashi, Ami 5.08.
Kochanowicz, Jerzy 5.06.
Kocsis, Judit Bognárné 6.07.
Kogman, Tal 5.16.
Kollmann, Stefanie PRP-88064
Komar, Lajos PRP-11699
Koós, Ildikó 7.05.
Kouremenou, Eireni 1.05.
Kovács, Monika 7.12.
Kovács, Zsófia 6.06.
Krolikowska, Anna 5.06.
Kryczka, Nicholas PRP-78779

L

Lagarto, Mariana SWG 7.01.
Langer-Buchwald, Judit 6.03.
Laporte, Antoine 3.02.
Larsson, Germund PRP-26934
Lau, Dayana SWG 1.01.
Lee, Sangmoo 3.04.
Lee, Yoonmi 1.08.
Legarralde, Martín PRP-50485/21863
Leitner, Ulrich PRP-71952, PRP-66406
Lentini, Stefano 5.12.
Lesnykh, Lidia PRP-55720
Li, Kaiyi 2.07.
Lillie, Karen PCW
Lima, Ana Gabriela Godinho 7.13.
Liverio, Andressa Oliveira 7.05.

Loboczky, János PRP-82277
Lohmann, Ingrid PRP-12828
López Stewart, Patricia 7.02.
Lorenz, Marco 3.07.
Lövheim, Daniel 2.09.
Lucas, Kadine Teixeira 5.14.
Luna, Antonia María Mora PRP-55720

M

Madeira, Ana Isabel 5.13.
Mahamud, Angulo Kira PRP-55123
Malan, Paula PSP 4.02.
Manz, Karin 2.05., PRP-88064
Margit, Tóth
Márhoffer, Nikolett 4.10.
Mariano, Jorge Luís Mazzeo 7.05.
Marklund, Emil 7.13.
Marsden, Beth 2.05., PRP-10875, PRP-41043, SWG 7.02.
Marsons, Martins 1.03.
Martin, Mary Clare 5.10.
Martín Azrak, Adrián 6.08.
Martín Zúñiga, Francisco 5.01.
Martínez, María Dolores 4.02.
Martínez Valle, Carlos 2.10., 6.07.
Martins, Maria do Carmo PRP-81541, PRP-50485/21863
Maurandi López, Antonio 4.01.
Matasci, Damiano SWG 3.01., PSP 3.01.
Matzer, Lisbeth PCW, 1.08.
Mayer, Christine PRP-12828
McLeod, Julie PRP-41043, PRP-45164, SWG 7.02.
Meda, Juri PRP-50737
Menguiano Rodríguez, Carlos 5.02.
Merlos, Lucía Belén 2.04.
Michael, Deanna 7.11.
Michaelsson, Madeleine PRP-88697
Mietzner, Ulrike PRP-71952, PRP-43560
Miklós, Lázár PRP-21951
Milito Barone, Cecilia PRP-55123
Miquel Lara, Avelina 4.02.
Miqueu, C. SWG 4.01.
Mogarro, Maria João PRP-14641
Mole, Frédéric SWG 9.01., SWG 9.02.
Molnár, Béla 4.14.
Molnár-Kovács, Zsófia 1.04.
Monastero, Bárbara de las Heras 6.06.
Moniz, Gonçalo Canto PRP-38113
Moog, Petra Regina 6.02.
Moore, Keith 1.06.
Morales Zúñiga, Luis Carlos 1.01., 7.10.
Moro, Paola Dogliotti 7.08.
Mota, Luís 2.09., 5.03.
Motilla Salas, Xavier 2.04.
Mozhajsky, Andrej 4.14.
Müller, Doreen 3.03.
Muramoto, Miriam Fernandes 2.03.
Myers, Kevin SWG 7.01.

80

N

Najjar, Karim 6.02.
Nascimento, Fátima Aparecida do 1.07.
Nascimento, Francinaide de Lima Silva 2.02.
Nawroski, Alcione 4.06.

Naya, Luis M. 3.04.
 Németh, András PRP-34306/34565, PRP-21951
 Nery, Ana Clara Bortoleto 2.05., 4.03.
 Neta, Olivia Morais de Medeiros 5.02., 5.05., 5.18., SWG 5.01.
 Neto, Wenceslau Gonçalves 3.03., 7.01.
 Neut Aguayo, Sebastian 1.01., 4.11.
 Nicolete, Jamilly Nicacio 7.05., SWG 1.01.
 Niget, David SWG 2.01
 Nóbik, Attila PRP-43560, SWG 5.01.
 Nóbrega, Vivianne Macena de Souza
 Novais, Vanessa dos Santos 4.04., 5.18.
 Nowlan-Roebeck, Catherine 5.06.
 Nunkesser, Nicole PRP-71952
 Nuq, Amélie SWG 2.02.
 Nys, Laura SWG 2.02.

O

Odini, Luca 6.04.
 O'Doherty, Teresa PRP-78623
 O'Donoghue, Thomas Anthony
 Ogren, Christine A. 7.04.
 Okamoto, Hiroyuki
 Okediji, Hannah Adebola Aderonke 7.03.
 Olivares Carrillo, Pilar 4.01.
 Oliveira, Marcos Melo de 3.08.
 Oliveira, Maria Augusta Martiarena de 7.12.
 Oliveira, Silvia Maria de 5.11.
 Orbuch, Iván Pablo 4.11., 5.19.
 Oropeza Sandoval, Luciano 5.07.
 Ortega González, Eric 6.07.
 Ossenbach Sauter, Gabriela PRP-55123
 Ostrach, Stephen 7.09.
 Otero-Urtaza, Eugenio 3.01.
 Ottavi, Dominique SWG 9.02.
 Oved, Orit 5.08.

P

Paraskevi, Pougariidou 5.14.
 Park, Daekwon 3.04.
 Park, Youngmi 5.10.
 Parker, Stephen 3.01.
 Parlevliet, Sanne 4.04., 4.05.
 Patatas, Teresa Almeida 3.06.
 Paya, Andres
 Paz, Ana Luísa Fernandes PSP 7.01., PRP-68460
 Peixoto, Thayna Cavalcanti 4.08.
 Peleki, Aikaterini 1.05.
 Pereira, Ana Paula Marques Sampaio 4.04.
 Pereira, Ana Paula Pedersoli 1.07.
 Peres, José Roberto Pereira SWG 9.01.
 Perioli Junior, Eduardo 4.03.
 Perlstein, Daniel 1.06.
 Philippi, Carolina Cechella PSP 1.01.
 Pichugina, Victoria K. 4.06.
 Pineau, Pablo PRP-50485/21863
 Pintassilgo, Joaquim PRP-34306/34565, SWG 9.01., SWG 9.02.
 Pinto, Helena 5.11.
 Pinto, Rooney Figueiredo 5.04., 5.19.
 Pinto Junior, Arnaldo 5.01.
 Podeh, Elie 4.07.
 Polenghi, Simonetta PRP-81804
 Poucet, Bruno PRP-26934, SWG 4.01., SWG 4.02.

Pozo Andrés, Maria del Mar 4.01., SWG 6.01.
Prat, Pilar PRP-68460
Priem, Karin SWG 6.01.
Proctor, Helen 4.13., SWG 7.02.
Pruneri, Fabio 5.14., PRP-14641
Pusztafalvi, Henriette 5.19., 6.04.

Q

Quaresma, Maria Luisa 5.03.
Quiroga Uceda, Patricia PRP-62885, PSP 5.01.

R

82

Rabazas Romero, Teresa 7.01.
Rabelo, Rafaela Silva 2.07.
Rafferty, Deirdre PRP-83429, PSP 1.01.
Ralser, Michaela SWG 2.01.
Ramírez Hernández, Georgina 4.02.
Ramos Zamora, Sara 7.01.
Ramsey, Paul J SWG 7.02.
Rasmussen, Lisa Rosen PRP-45164, PRP-38113
Ré, Sofia 6.05.
Rébay, Magdolna 1.02.
Rebollo Espinosa, María José 4.09.
Redondo, Patricia 5.08.
Reh, Sabine PRP-88064, PRP-62543, PRP-16378
Reily, Lucia Helena 2.01., 5.15.
Ribeiro, Alexandra Ferreira Martins SWG 5.02.
Ribeiro, Cláudia Pinto 5.17., 6.01.
Ribeiro Junior, Halferd Carlos PRP-81541
Rico Gómez, Maria Luisa 7.07.
Riettiens, Lilli PCW, 4.02.
Riondet, Xavier 6.01., PRP-32687, SWG 9.02.
Rios Alcantara, Wiara Rosa 4.08., PRP-50737
Ripe, Fernando 4.05.
Robert, André SWG 9.01., SWG 9.02.
Roberts, Siân 2.03.
Rocha, Alessandro Santos da 4.08.
Rocha, Heloísa Helena Pimenta PRP-78193, PRP-48880
Rocha, Juliana Martins da 2.08., 3.08.
Rodrigues, Elsa 3.01.
Rodrigues, Melânia Mendonça 5.07.
Rodriguez, Alexa PRP-78779
Rodriguez Mendez, Francisco Javier 5.12., PRP-34306/34565
Rodríguez Wehrmeister, Marco 2.04.
Rogers, Rebecca PRP-75158
Roith, Christian 2.09.
Román, Juan Carlos Brito 5.17.
Romano, Antonio PRP-81541, PRP-50485/21863
Romano, Livia 4.16.
Romeiras Amado, Maria 4.04.
Roos, Merethe
Rosa, Maria Cristina PRP-57031
Rosales Morales, Francisco Javier 2.02.
Rubio-Mayoral, Juan-Luis PSP 5.01
Rudolph, Sophie PRP-10875
Ruggiano, Gianfranco PRP-57031
Ruiz-Funes, M^a José Martínez 5.06.
Ruoss, Thomas PRP-34412

S

Sabatier, Cécile 6.05.
 Salvarani, Luana 3.07.
 Salvo, Dario de 5.16.
 Sammler, Steffen 1.06.
 Sanches, Débora 7.04.
 Sanchidrián-Blanco, Carmen 5.12., PSP 5.01.
 Sant'Anna, Denise Bernuzzi de PRP-57031
 Sárkány, Péter PRP-82277
 Sasaki, Keiko SWG 1.02.
 Schatz, Stefan Johann PRP-21951
 Schenkolewski, Zehavit 5.09., 7.01.
 Schirripa, Vincenzo 3.05.
 Scholz, Joachim PRP-88064
 Schramm, Milen Margareth Fernandes 6.08.
 Schwendtner, Tibor PRP-82277
 Serina-Karsky, Fabienne SWG 9.01.
 Seroto, Johannes 3.06.
 Serra, María Silvia 4.11., SWG 6.01.
 Shanahan, Theresa 7.06.
 Shujuan, Yu 3.05.
 Sijpenhof, Maria Luce PRP-10875
 Silva, Ana Milheiro 3.04.
 Silva, Carlos Manique da 6.01., PRP-88530
 Silva, Cilene Maria Valente da 4.15., 5.15.
 Silva, Edgleide de Oliveira Clemente da 1.04., 7.01.
 Silva, Elisabeth M. 5.18.
 Silva, Rayane Jéssica Aranha da 3.03., PRP-50485/21863
 Silva, Reislá Suelen de Oliveira 2.02.
 Silva, Vera Lucia Gaspar da PRP-48880
 Silva, Vivian Batista da 4.03., 7.05., 7.11.
 Simões, Regina Helena Silva 3.03.
 Simón, Carlos Sanz 7.01.
 Simon, Frank
 Simpson, Eleanor PRP-41043
 Sinclair, Kristin 6.01.
 Sindoni, Caterina 4.12.
 Singh, Chandra Lekha 7.12., SWG 3.01.
 Siry, Christina 4.04.
 Smit, Milou 4.09.
 Smyth, Elizabeth PRP-83429
 Soares, Carmen Lucia PRP-57031
 Sofiato, Cássia Geciauskas 2.01., 5.16.
 Solodyankina, Olga 7.13.
 Somogyvári, Lajos PRP-68460, SWG 5.02.
 Soriano, Aymara Flores 1.08.
 Sousa, Cristina 4.09.
 Southwell, Myriam 5.05., PRP-78193
 Souza, Gizele de PRP-48880
 Souza, José Edimar de 5.13.
 Souza, Laura Reily de 7.11.
 Spencer, Stephanie 7.13.
 Spencer-Bennett, Kate PRP-71952, PRP-38113
 Spieker, Susanne PSP 7.01.
 Stańczak-Wiślicz, Katarzyna PRP-71952, PRP-43560
 Stieger, Sophie Pia PRP-23343
 Stylianou, Maria 5.04.
 Suárez Ávila, Paola Virginia 1.07.
 Sung, Youl-Kwan 7.11.
 Szente, Dorina 4.14.

T

Tacoronte Domínguez, María José 7.03., PRP-14641
Tadmor-Shimony, Tali SWG 1.01., SWG 7.02.
Taillibert, Christel PRP-32687
Tammela, Annika 5.19.
Tarradellas, Anton PRP-69847
Tarsia, Tiziana 3.05.
Tavares, Micheli da Cruz Cardoso 5.15.
Terron Bañuelos, Aida PRP-50737
Teughels, Nelleke 4.10.
Thorburn, Malcolm 3.08.
Thyssen, Geert PRP-45164
Todaro, Letterio 4.16.
Toledo, Cezar de Alencar Arnaut de 1.07.
Topij-Stempińska, Beata 5.06.
Töpper, Daniel 6.03., PRP-21951
Toro Blanco, Pablo PRP-78193, PSP 4.01.
Toszegi, Zsafia Julia PSP 7.02.
Towers, Lorraine 7.09.
Trescastro, Lorena Bischoff 4.15., 5.15.
Trigo, Maiza de Albuquerque 5.19.
Trigueros Gordillo, Guadalupe 7.03.
Trlin, Margarita 4.11.
Tröhler, Daniel PRP-12304
Tronchet, Guillaume PRP-69847, PRP-55720
Tzartzas, Georgios 1.02.

U

84 Uchiyama, Yuri PSP 1.01.

V

Vacharoglou, Efstratios 1.05.
Valdemarin, Vera Teresa SWG 9.02.
Valdes, Annmarie 2.03.
Van der Bij, Ingrid 7.08.
Van Eeckenrode, Marie SWG 2.02.
Van Gorp, Angelo SWG 7.02.
Van Haaften, Lourens PRP-34412
VanOverbeke, Marc 7.04.
Van Rees, Pieter 7.07., 7.12.
Van Ruyskensvelde, Sarah PRP-71952, SWG 2.02.
Vasconcelos, Maria Celi Chaves 7.13.
Vass, Livia 5.19.
Vechia, Aricle 2.08., 5.09.
Vega Gil, Leoncio 2.10.
Veiga, Cynthia Greive 1.01.
Vergnaud, Guillaume 3.02.
Vernay, Olivia SWG 2.01.
Verneuil, Yves SWG 9.01.
Vidal, Diana Gonçalves PRP-50737, PRP-83429
Vieira, Arthur Cassio de Oliveira 5.02., 5.18.
Vilhena, Carla 5.03.
Viñao, Antonio 4.01.
Vincze, Beatrix 6.05., PRP-34306/34565
Volkova, Yana A. 4.06.
Voskou, Angeliki SWG 7.01.

W

Wagner, Patrick 1.02.
Wagnon, Sylvain SWG 9.01.
Wähler, Josefine 2.01.
Walsh, Thomas 1.04.
Wang, Meng 5.11., SWG 1.02., PSP 7.01.
Wehren, Sylvia 5.18.
Wei-Chih, Liou 2.09.
Weismeyer, Michael 7.01.
Wenzek, Florence SWG 1.02.
Westberg, Johannes PRP-26934, PRP-16378, PSP 3.01., SWG 3.02.
Whitehead, Kay PRP-83429, SWG 1.02.
Wikström, Charlott 6.07.
Williams, Maria Patricia SWG 1.01., PSP 7.01.
Winandy, Jil PRP-16378
Winkler, Sophie
Wood, Adam 2.05., SWG 3.02.
Woodin, Tom 1.03.
Wuethrich, Gabi SWG 3.02.

X

Xia, Qing 7.13.
Xing, Liu 1.08.

Y

Yasin, Farra 7.06.
Yi, Sun 1.05.
Ylikotila, Anna-Kaisa Kristiina 7.06.

Z

Zanelato, Italo Ariel 4.08.
Zhou, Na PSP 1.01.
Zoltán, András Szabó PRP-21951

ISCHE 42

Theme

**Looking from Above and Below:
Rethinking the Social in the History of Education**

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