



SIPSE National Conference

## The Educational Heritage as a Resource for Renewing School and University Teaching: Experiences and Perspectives

PADOVA  
January 14-15, 2021

### CALL FOR PAPERS

In the field of the history of education, recent years have seen the rise of a new line of research on academic materiality, or the material component of our school culture, which has been the object of interest on the part of several French historiographers (especially Dominique Julia) since the mid-1990s.

Along with a renewed focus on historiographical topics, there has been a growing interest in safeguarding our rich educational heritage, expressed not only on the part of institutions involved in the academic world, but also by private parties, schools and municipal administrations. This has led to the opening of museums, historical classrooms, and collections of objects variously designed to document, protect, and emphasize the value and interest of this academic heritage.

The great attention paid in recent years to the topic of our educational heritage has

favoured the publication of studies, and given rise to important opportunities for an exchange of ideas between scholars from around the world. Despite such lively activity, there is still a paucity of studies focusing not so much on the heuristic potential of our educational heritage for the world of research, but rather on its possible role in promoting the renewal of teaching methods, both at universities and in schools of every grade.

This SIPSE conference aims to start filling this gap by triggering an initial discussion on certain related topics. It intends to involve both permanent teaching staff from the university world and school teachers with experience of particular educational pathways based on use of the school's material sources. The goal is to contribute to the debate on a strategic issue nowadays, and that is the innovation of teaching methods adopted in universities and

schools. In this sense, the conference aims to serve as an opportunity, in harmony with the principles inspiring the SIPSE, which have always been to encourage a sharing of views with the “militant” world of

education to nurture a more in-depth debate with primary- and secondary-school teachers dedicated to renewing the methods they use to teach their various disciplines.

*The Organizing Committee*

## Calendar

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**May 15, 2020:** deadline for submitting papers.

**June 15, 2020:** notification of acceptance or rejection of submitted papers.

**September 15, 2020:** deadline for paying conference registration fee.

**January 14-15, 2021:** conference dates.

**March 31, 2021:** deadline for submitting final contributions for publication in the conference proceedings.

## Conference sessions

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The conference will be divided into **three sessions on specific topics**, focusing on: theoretical reflections on the potential value of our educational heritage in the sphere of efforts to renew our teaching methods; and the presentation of specific experiences developed at universities or in schools. The goal is to provide an overview of projects begun in Italy and abroad in as much detail as possible.

### **SECTION I Our educational heritage and the renewal of university and school teaching methods: theoretical and methodological considerations**

This session will deal with the topic from the theoretical standpoint, focusing particularly on the feasibility of renewing university and school teaching methods effectively by starting from our educational

heritage, and possible related critical issues. There is no intention to use this session to dwell on the definition of educational heritage, or to describe single collections of objects. Instead, presentations will focus on assessing practical opportunities for using our educational heritage to implement teaching pathways that do not rely on the traditional classroom-taught lessons. They involve teachers and students constructing the content of the lessons as part of active, participated pathways based on practical and laboratory activities. In short, we shall concentrate on real-life tasks and the development of projects based on team work (*cooperative learning*), on *inquiry-based* or *discovery learning* methods, and so on. Another aspect to investigate concerns how the educational heritage locally available in academic institutions

can be used or incorporated in ordinary teaching activities, or in complementary or integrated teaching pathways implemented in particular learning settings - from the scientific cabinet to the school museum, and even outside institutions (libraries, archives, museums, botanical gardens, businesses, and so on).

Speakers are also invited to reflect on how projects for the classification of our educational heritage – under teachers’ supervision, and on the strength of a shared protocol – can lead to the achievement of various learning goals, such as: i) to improve students’ awareness of the value and specificity of this heritage; and ii) to nurture students’ critical and analytical expertise for use in other learning sectors too.

### **SECTION II Our educational heritage and the renewal of university teaching: comparing experiences**

This session will be for presenting innovative teaching activities already tested at universities, starting from the use of material sources that have to do with our educational heritage. The context may be in the humanities (e.g. history and art museums and archives, collections of plaster castings, ancient books, literary works and letters, photographs, and documents, etc), or the sciences (e.g. botanical gardens, scientific cabinets, and

science museums), or even take an interdisciplinary view.

### **SECTION III Our educational heritage and the renewal of school teaching: comparing experiences**

This session will be similar to Session II, the only difference being that it will describe schemes tested in class at primary and secondary schools. In this case, the SIPSE warmly calls for presentations from teachers who have engaged in such projects in some way, with a view to launching a fruitful discussion on the multiple points of contact between the renewal of teaching methods in universities and schools.

We would therefore like to hear about teaching experiences that involved the use of our academic heritage not just from the historical perspective, but also from that of its present-day application with a view to exploring the teaching potential of apparently obsolete methods and tools. By taking this approach, students will no longer be passive spectators gazing at lifeless objects in a museum. Instead, they will be explorers and novel users of materials and technologies that are still “alive”, capable of communicating with today’s men and women, and ultimately functional to a significant learning process.

## **Presentations**

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Candidate speakers should submit an abstract of their work in no more than 1,500 characters (including spaces), including: author/s, institutional affiliation/s, title, up

to 5 keywords, and the chosen conference session.

The deadline for submitting papers is May 15, 2020. Participants can register for the conference using the Google Form on the

SIPSE website ([http://www.sipse.eu/2-congresso-nazionale -2020/](http://www.sipse.eu/2-congresso-nazionale-2020/)). The Scientific Committee will assess the proposed presentations, taking into account the relevance of their content and their scientific quality.

The Organizing Committee will notify interested parties of the acceptance or

rejection of their proposals by no later than June 15, 2020.

No more than two papers may be presented by each participant, and all authors of a presentation will need to register for the conference, and pay the corresponding fee.

## Publication of the proceedings

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The conference proceedings are expected to be published in the «Thesaurus Scholae. Fonti e studi sul patrimonio storico-educativo» series (<http://www.sipse.eu/collana-thesaurus-scholae/>), published by EUM of Macerata.

## Editorial rules for papers

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The texts of the final contributions for publication in the proceedings must contain no more than 40,000 characters (spaces included), including images, graphs, tables, etc. They must be submitted in Microsoft Word (.doc) format, font Times New Roman 12, single-spaced, with footnotes in footers.

The Organizing Committee will send authors a Microsoft Word (.doc) template to ensure that submitted texts are standardized.

### Rules for citing references and sources

Citations must be followed by references to the corresponding notes and footnotes using Arabic numerals. The texts will not have reference lists at the end. References must comply with the following formats:

▶ Books

A. Choppin, *Les manuels scolaires: histoires et actualité*, Paris, Hachette, 1992

If already cited:

Choppin, *Les manuels scolaires: histoires et actualité*, cit.  
Ibid., p. 34

▶ Journal articles

W. Frijhoff, D. Julia, *L'alimentation de pensionnaires à la fin de l'Ancien Régime*, «Annales ESC», vol. 30, n. 2-3, 1975, pp. 491-504

▶ Multi-author works

M. Lawn, I. Grosvenor (eds.), *Materialities of schooling. Design, technology, objects, routines*, Oxford, Symposium Books, 2005

▶ Book chapters

A. Castillo Gómez, *Los cuadernos escolares a la luz de la Historia de la cultura escrita*, in J. Meda, D. Montino, R. Sani (eds.), *School Exercise Books. A complex source for a history of the*

*approach to schooling and education in the 19th and 20th centuries*, 2 voll., Firenze, Polistampa, 2011, Vol. I, pp. 3-10

► [Electronic resources](#)

S. Miranda, *The Cardinals of the Holy Roman Church*, 2006. URL: <http://www2.fiu.edu/~mirandas/cardinals.htm> [ultimo accesso: 01/11/2017].

## Official languages

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Presentations will be accepted and sessions may be conducted in any of the four official conference languages: **Italian, French, English and Spanish**.

## Registration fees

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Conference attendance is subject to payment of the registration fee, which will entitle each participant to: receive a folder containing all the conference material; attend the two coffee breaks scheduled for 14 and 15 January, and the social dinner on 14 January; and receive a copy of the official proceedings of the conference.

The registration fee does not cover expenses for travelling or accommodation. Participants will be given a list of partner hotels.

There are two different registration fees:

**SIPSE**            **100 €**  
**members**

**SIPSE**            **150 €**  
**non-members**

To be entitled to the registration fee reserved for SIPSE members, it will be necessary to have become a member of the society by no later than July 15, 2020. For further details about becoming a member, see: <http://www.sipse.eu/diventa-socio/>.

Speakers should pay the conference registration fee only after they have been advised by the Scientific Committee that their presentation has been approved.

Registration fees must be paid by bank draft to the IBAN No. IT07I0760113400001039905680 of the *Società Italiana per lo studio del Patrimonio Storico-Educativo*, indicating “*Iscrizione al II Congresso Nazionale della SIPSE – Name and surname*” as the reason for the payment; for international bank drafts, the BIC/SWIFT No. is BPPIITRRXXX.

## SIPSE 2020 award-giving ceremony

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As part of the second national SIPSE conference there will also be a ceremony to hand over the **National prize for special merit in the field of educational heritage (1<sup>st</sup> edition)**, destined for

institutions, universities, schools, or personalities in society at large who have distinguished themselves for their efforts to preserve, protect and valorize Italy's educational heritage.

## Location

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The conference sessions will be held at the **Department of Philosophy, Sociology, Pedagogy and Applied Psychology (FISPPA)** at the University of Padova.

## Organizers

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Società Italiana per lo studio del Patrimonio Storico-Educativo | 

## Partnerships

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**Department of Philosophy, Sociology, Pedagogy and Applied Psychology (FISPPA),**  
University of Padova

**Museum of Education,** University of Padova

## Organizing committee

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Carla **CALLEGARI** (Università degli Studi di Padova)

Giordana **MERLO** (Università degli Studi di Padova)

Marnie **CAMPAGNARO** (Università degli Studi di Padova)

Giuseppe **ZAGO** (Università degli Studi di Padova)

## International scientific committee

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Anna **ASCENZI** (Università degli Studi di Macerata)

Alberto **BARAUSSE** (Università degli Studi del Molise)

Annemarie **AUGSCHÖLL** (Libera Università di Bolzano)

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Antonella **CAGNOLATI** (Università degli Studi di Foggia)

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Delphine **CAMPAGNOLLE** (Musée National de l'Éducation, Rouen)

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Carmela **COVATO** (Università degli Studi Roma Tre)

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Pablo **ÁLVAREZ DOMÍNGUEZ** (Universidad de Sevilla)

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Luigiaurelio **POMANTE** (Università degli Studi di Macerata)

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Bernat **SUREDA** (Universitat de les Illes Balears)

Fabio **TARGHETTA** (Università degli Studi di Macerata)

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