

TEMA MONOGRÀFIC

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# Editorial

## *Editorial*

Vera Lucia Gaspar Da Silva

vera.gaspar.udesc@gmail.com

*Universidade do Estado de Santa Catarina (Brazil)*

Juri Meda

juri.meda@unimc.it

*Università degli Studi di Macerata (Italy)*

Gizele De Souza

gizelesouza@ufpr.br

*Universidade Federal do Paraná (Brazil)*

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Over the last twenty years, the «material culture of education» emerged as an innovative trend in historical education studies, with some specificities according to the historiographical tradition of the receiving countries. This dossier – planned for this year and set for the ISCHE 43 «Histories of Educational Technologies: Cultural and Social Dimensions of Pedagogical Objects» in Milan, was postponed due to the Covid-19 outbreak. Its aim is to provide a first historiographical survey of the main stages of development regarding this line of research in some of the countries where it has been most successful. The introduction by Diana Gonçalves Vidal and Wiara Alcântara presents an analysis of dissemination of material studies in the history of

education within the international historiographical debate. Ten historians of education reconstruct the dissemination of the material history of school in the United Kingdom, Italy, Brazil, Spain, France and Greece. The papers provide a mapping and an overview on the most important studies and seminal works (books, special issues and papers) produced in this field in the last twenty years. The dossier should have also contained a contribution by Karin Priem on the growth and development of material studies in the history of education in German-speaking areas, influenced by various academic disciplines such as cultural anthropology, epistemology, material culture studies and material hermeneutics enriched by international scholars. Unfortunately, it was not possible to finish this paper because of the pandemic emergency<sup>1</sup>, but we think that this dossier has managed to achieve a broad and structured historiographical framework and shows the main dynamics of dissemination of the material history of school, as well as highlighting mutual influences (and interferences).

This monographic dossier reflects the effort and the articulation of an international network of research and researchers on the theme of the material culture of school. It reveals the multiple features and approaches of research on this subject, as well as defining the place and the ways of doing research in the history of education with the material culture of school as the interpretative axis. The set of papers available here constitutes a panel, which both reveals trends in research on the subject in the transversality of the writings on the history of education of the various countries that make up this dossier, and points out the characteristics, approaches and traditions that characterize research in these same countries. These interpretative possibilities encompass a circulation of references and an intense dialogue that strengthens the groups involved in the task, as well as the subject itself.

1 On these issues, however, see the important works edited by Karin Priem in last years: PRIEM, Karin; KÖNIG, Gudrun M.; CASALE, Rita (eds.). *Die Materialität der Erziehung: Kulturelle und soziale Aspekte pädagogischer Objekte*. Weinheim-Basle: Beltz Verlag, 2012; PRIEM, Karin; HEESSEN, Kerstin te (eds.), *On Display: Visual Politics, Material Culture and Education*, Münster: Waxmann Verlag, 2016.