

# Conference Agenda

## Session Overview

Date: Monday, 07/July/2025

10:00am - 12:30pm	A0 PCW Part 1
12:30pm - 2:00pm	Break 01: Lunch
2:00pm - 5:00pm	A0 PCW Part 2

Date: Tuesday, 08/July/2025

9:00am - 10:30am	<p><b>A1 SES 01 A</b></p> <p><b>Plural Actors in Early Childhood Education: Professional Groups, Interactions, and Representation in the 20th Century (Part 1)</b>  <i>Chair(s): Michel Christian</i> (Université de Genève)  <i>Discussant(s): Joëlle Droux</i> (Université de Genève)</p> <p><i>Presentations of the Panel</i></p> <p><b>The Split between Education and Care: a History of Missed Opportunities</b>  <u>Michel Vandenbroek</u>  Ghent University</p> <p><b>The Gradual Emergence of a Body of Professional Early Childhood Teachers (1920s to the 1980s, mainland France)</b>  <u>Patricia Legris</u>  Université de Rennes 2</p> <p><b>Between Merger and Reconfiguration: the Emergence of the Profession of “Child Educator” in the Canton of Geneva in 1995</b>  <u>Bérénice Bernard</u>  Université de Genève/IEP Paris</p>	<p><b>A1 SES 01 B</b></p> <p><b>Toward A Transnational “Grammar of Progressivism”: Reclaiming the Role of Teachers in Educational Change</b>  <i>Chair(s): John Exalto</i> (University of Groningen)  <i>Discussant(s): Tamar Groves</i> (University of Extremadura)</p> <p><i>Presentations of the Panel</i></p> <p><b>Revisiting the Grammar of Schooling: Pedagogical Appropriation and Educational Change in Spanish Teachers’ Narratives (1932-33)</b>  <u>Carlos Menguiano-Rodríguez<sup>1</sup>, María del Mar del Pozo-Andrés<sup>2</sup></u>  <sup>1</sup>University of the Balearic Islands,  <sup>2</sup>University of Alcalá</p> <p><b>Teachers' Agency, Identities and Knowledge during the 1940s: Perspectives on Teachers and School Reforms in Sweden</b>  <u>Johan Samuelsson</u>  Karlstad university</p> <p><b>Challenging Terrain: Progressive Teachers' Reports and Self-Designed Teaching Materials in the GDR (1961-89)</b>  <u>Josefine Wähler</u>  BBF   Research Library for the History of Education, DIPF   Leibniz Institute for Research and Information in Education, Berlin</p>	<p><b>A1 SES 01 C</b></p> <p><b>Teachers On The Move: A Pedagogical Embassy In Brazil (1929)</b></p> <p><b>Cinobelina Elvas' training and teaching career at the Normal School (1981-1988)</b></p> <p><b>German immigration and teaching in Southern Brazil: typology of teachers in the “German Schools” (19th – 20th centuries)</b></p> <p><b>Oral Documents in the Production of Didactics Knowledge: Subjectivity and Construction of Identities in the Training of Brazilian Teachers (1970-1990)</b></p>
	<p><b>A1 SES 01 D</b></p> <p><b>Teachers and Teaching in Special Education in Greece in 20th Century</b></p> <p><b>Pasquale Fornari (1837-1923). Special Education, Language Teaching, Movable Books InThe Life Of An Eclectic Teacher</b></p> <p><b>On the Special Education Thought of Elizabeth Farrell, Founder of The Council for Exceptional Children</b></p>	<p><b>A2 SES 01 A</b></p> <p><b>Teacher Unions on the Move in the 1920s: Mary Barker and Local 89 of the AFT</b></p> <p><b>Teachers Debating Pedagogy and Working Conditions, Claiming and Associating. Elementary School Teachers in Guimarães (1851-1900)</b></p> <p><b>Teachers or Entrepreneurs? Owners of Private Commercial Schools in Imperial Austria, 1834–1918</b></p> <p><b>Teachers' Associations in Bosnia and Herzegovina during the Austro-Hungarian rule</b></p>	<p><b>A3 SES 01 A</b></p> <p><b>Race, Racism and Anti-Racism in the History of Teaching (Western Europe, 20th-21st centuries)</b>  <i>Chair(s): Damiano Matasci</i> (University of Geneva)  <i>Discussant(s): Damiano Matasci</i> (University of Geneva)</p> <p><i>Presentations of the Panel</i></p> <p><b>The “Last Lessons” of Empire: Race, Education and Visual Propaganda in Portugal (1960-1974)</b>  <u>Ana Isabel Madeira</u>  Universidade de Lisboa (IEUL)</p> <p><b>Stating Then Silencing Race: The Emergence of the “Colorblind” Perspective in French Primary School Routines (1940s-1990s)</b>  <u>Sébastien Le Moing</u>  Sciences Po Bordeaux</p> <p><b>“The Slant of the Pen”. Anti-Racism and Intercultural Education in Geneva (1970s-1990s)</b>  <u>Damiano Matasci</u></p>

		<p>University of Geneva</p> <p><b>Fighting Racism: Teaching the History of Transatlantic Slave Trade and Slavery of Black People in France in the 21st Century</b></p> <p><b>Marie-Albane de Suremain</b> Université Paris-Est Créteil – ESPE</p>
<p><b>A3 SES 01 B</b></p> <p><b>What Do You Know For Which Teachers? Teacher Training in Colombia</b></p> <p><b>Pedagogical Renewal in Portugal in the 50s to 70s of the 20th Century: Contributions to Rethinking the Role of Teachers</b></p> <p><b>Pedagogical conferences in post-unitary Basilicata</b></p> <p><b>The Magazine of the Teresian Association. A Witness to the Training of Teachers</b></p>	<p><b>A3 SES 01 C</b></p> <p><b>Vulgarization of Jacotot's Panecastic Philosophy in the Field of Pedagogical Trends in Teacher Training in Brazil.</b></p> <p><b>From Theory to Practice: A Study of Teacher Training Courses and the Rijknormaalschool van Lier</b></p> <p><b>What makes a good Secondary School Teacher? Ideas and Practices in Argentina and France at the Twentieth Century's Turn</b></p> <p><b>For A History Of The Administrative Organization Of Education In São Paulo-Brazil (1892-1933): Ideas In Circulation</b></p>	<p><b>A4 SES 01 A</b></p> <p><b>The Place Of Teachers In Intergovernmental Cooperation: Historical and Digital Humanities' Perspectives On International Recommendations On Teachers (1935-2015)</b> <i>Chair(s): Noah Sobe (UNESCO)</i> <i>Presentations of the Panel</i></p> <p><b>Teachers In Intergovernmental Cooperation, A Brief History Of International Recommendations On The Teaching Profession (1901-2015)</b> <b>Patrick Monjouridès</b> University of Zurich</p> <p><b>The IBE and OECD's Educational Initiatives in the 1960s: Tensions and trajectories shaping the 21st Century Global Governance of Teachers</b> <b>Christian Ydesen</b> University of Zurich</p> <p><b>Bridging Agendas: The Council of Europe, Teacher Education, and Intergovernmental Cooperation (1970s–1980s)</b> <b>Elizaveta Ebner</b> University of Zurich</p>
<p><b>A4 SES 01 B</b></p> <p><b>Teaching and Law-making. Overview of the Selection Process and Activity of Academics in the Romanian Parliament Between 1923 and 1938</b></p> <p><b>Why Did Academics Join Unions? The Emergence of a Union Field (SNESup, SGEN, Autonome) in French Higher Education (1956-1976)</b></p> <p><b>Civilising Mandate And Unionisation: Teachers' Work As An Articulation Of Different Interpellations (Argentina, 1881)</b></p> <p><b>Teachers at the Extremism of Political Engagement During the Interwar Period. From the PCF to the Cercle Fustel de Coulanges.</b></p>	<p><b>A5 SES 01 A</b></p> <p><b>The Biography Of Teaching Objects To Study The History Of Teaching: The Methodological Proposal Of The TOH-Group.PART 1</b> <i>Chair(s): Francesca Davida Pizzigoni (Università di Torino)</i> <i>Presentations of the Panel</i></p> <p><b>Notes On Biographing Historical Objects In Biology Education: The Dilemma Of Using Biological, Pedagogical, Or Commercial Criteria</b> <b>José Pedro Marin-Murcia<sup>1</sup>, M<sup>a</sup> José Martínez Ruiz-Funes<sup>2</sup></b> <sup>1</sup>Universidad Complutense de Madrid, <sup>2</sup>Universidad de Murcia</p> <p><b>“Between Leaf Stripping of Chrysanthemum and Autopsy of Acorn”: Moments in the Life of Two dr. Auzoux Clastic Models</b> <b>Johann-Günther Egginger</b> Université d'Artois</p> <p><b>Biography Of The Elioplanetografo To Support The Identikit Of Teaching Objects</b></p>	<p><b>A6 SES 01 A</b></p> <p><b>Discovering the Commitment of Teachers Outside School, XIXth-XXIst Century: the Pôle des Archives de Jeunesse et d'Education Populaire (PAJEP)</b> <i>Chair(s): Laurent Besse (conseil scientifique du PAJEP, laboratoire CeTHiS, université de Tours)</i> <i>Discussant(s): Carole Christen (conseil scientifique du PAJEP, laboratoire IDEES, université Le Havre Normandie, Société d'histoire de la révolution de 1848 et des révolutions du XIXe siècle)</i> <i>Presentations of the Panel</i></p> <p><b>Artists ? Craftsmen ? Teachers? Collecting Testimonies From Civil Servants: Technical And Educational Staff In Youth And Community Education</b> <b>Denise Barriolade</b> conseil scientifique du PAJEP, inspectrice principale honoraire de la Jeunesse et des Sports</p> <p><b>Exploring The Available Archives: A Geographical And Chronological Study</b> <b>Rachel Guérin</b></p>

		<b>Giulia Lombardo</b> Università di Torino	conseil scientifique du PAJEP, archiviste  <b>Out-of-school Training For Primary School Teachers Through The Summer Camp Instructor Course (1946-1958)</b> <b>Nicolas Palluau</b> conseil scientifique du PAJEP, PhD associé laboratoire Mesopolhis Aix-Marseille université
	<b>A7 SES 01 A</b>  <b>Teachers and Computers in Switzerland: A Historical Text Mining Approach</b>  <b>Who is Learning with Computers in Indian Schools? From Past to Present</b>  <b>Guided by the Non-Human Teacher: Journey Through the Soviet Union with the Amicable Soviet Family and Titmouse</b>  <b>Dogs In Schools, The Animals To Rethink The Educational Relationship Beyond Human</b>	<b>A8 SES 01 A</b>  <b>From Saints to Individuals Teacher Image in Chinese Cinema from 1978 to 2020</b>  <b>Representations Of The “Hero-Teacher” In English Speaking Movies: Teaching Practice And Resilience of Its Redemptive Image (1967-2017)</b>  <b>The Representation of Teachers and Professors in the Cinema of the Spanish Transition to Democracy (1975-1982)</b>  <b>Cinema as a Stereotyping Agent of School Memory: The Pierino Film Saga in 1980s-1990s Italy</b>	
<b>10:30am</b> - <b>11:00am</b>	<b>Break 02: Coffee Break</b>		
<b>11:00am</b> - <b>12:30pm</b>	<b>A1 SES 02 A</b>  <b>Plural Actors in Early Childhood Education: Professional Groups, Interactions, and Representation in the 20th Century (Part 2)</b> <i>Chair(s): Patricia Legris (Université de Rennes 2)</i> <i>Discussant(s): Bérénice Bernard (Université de Genève, IEP Paris)</i>  <i>Presentations of the Panel</i>  <b>The Renewal of Teacher Training in Italy: Local, National and International Dimensions</b> <b><u>Dorena Caroli, Tiziana Pironi</u></b> Università di Bologna  <b>Defining a Specialised Profession on Early Childhood in 20th Century France</b> <b><u>Catherine Bouve</u></b> Université Sorbonne Paris Nord  <b>East German Early Childhood Educators in the New Reunified Germany and the Struggle for Professionality</b> <b><u>Michel Christian</u></b> Université de Genève	<b>A1 SES 02 B</b>  <b>Gender and Authority, Part 1</b> <i>Chair(s): Antonio Fco. Canales (Universidade Complutense de Madrid); antcanal@ucm.es</i> <i>Discussant(s): Antonio Fco. Canales (Universidade Complutense de Madrid); antcanal@ucm.es</i>  <i>Presentations of the Panel</i>  <b>Gender and teaching in Eighteenth-century England: Exploring Gendered Authority through Textual Evidence about Teaching Practices</b> <b><u>Michèle Cohen</u></b> Richmond University  <b>Women Of Authority? The First Headmistresses Of Girls' Vocational Schools (Paris, Turn Of The 19th And 20th Centuries)</b> <b><u>Marianne Thivend</u></b> Université Paris Cité  <b>Understanding Headmasters' Authority through Inspection Reports (French Secondary Education, 19th – early 20th Centuries)</b> <b><u>Solenn Huitric</u></b> Université Lyon 2  <b>Authority and its Questioning through the Case of British and French Women Teachers during the Great War</b> <b><u>Emma Papadacci</u></b>	<b>A1 SES 02 C</b>  <b>“(Non-)Religiosity” Of Teachers In The 19th and 20th Centuries Europe: Shaping People, Nation-States And Disciplines</b> <i>Chair(s): Stephanie Fox (University of Vienna, Austria)</i> <i>Discussant(s): Simonetta Polenghi (Università Cattolica del Sacro Cuore, Italy)</i>  <i>Presentations of the Panel</i>  <b>Female Teacher Educators In The Quest For Modernizing Religion And State, Denmark, 1890s-1920s.</b> <b><u>Mette Buchardt</u></b> Aalborg University, Denmark  <b>Ethical Christianity As Education For Democracy: Swedish Teachers' Pedagogical Adaptation Of Christian Education, 1920–1950.</b> <b><u>Emma Hellström</u></b> Uppsala University, Sweden  <b>Religious But Secular? The Professionalization Of Philosophy Teaching In Post-Revolutionary France</b> <b><u>Sophie Stieger</u></b> University of Zurich, Switzerland  <b>Catholic Priests And Protestant Teaching Contents In 19th Century Multireligious Austria</b> <b><u>Stephanie Fox</u></b>

	Sciences Po	University of Vienna, Austria
<b>A1 SES 02 D</b>	<b>A2 SES 02 A</b>	<b>A3 SES 02 A</b>
<b>TEACHER TRAINING IN BRAZIL: National Education Guidelines and Bases Law and its characteristics</b>	<b>Distrust of Teachers: Policies and Technologies in the Early Cold War Period</b> <i>Chair(s):</i> <b>Daniel Troehler</b> (University of Vienna) <i>Discussant(s):</i> <b>Badegül Eren-Aydinlik</b> (Umeå University)  <i>Presentations of the Panel</i>	<b>Part 1 Researching the Past to Save the Future: Teachers, Democracy and the Rise of Populism and Authoritarianism.</b> <i>Chair(s):</i> <b>Ian Grosvenor</b> (University of Birmingham) <i>Discussant(s):</i> <b>Noah Sobe</b> (Loyola University)  <i>Presentations of the Panel</i>
<b>“The Doctoral Degree and the recruitment to teach: Reconfigurations at the University of Évora”</b>	<b>Is Life Really the Best Teacher? Debates Over the “Credit for Life Experience” (1950-1970)</b> <b>Ethan Hutt</b> University of North Carolina at Chapel Hill	<b>Towards ‘A Fairer Future For Children’: Refugee Educators And The Democratic Impulse.</b> <b>Siân Roberts</b> University of Birmingham
<b>The Training Of Teachers And Teaching Work In The State Of Paraná Between The Years 1900 And 1920</b>	<b>The Fear of Programmed Instruction – The Case of German-Speaking Switzerland</b> <b>Rebekka Horlacher</b> University of Zurich	<b>Children’s Communities in Post War Europe as Experimental Spaces of Teacher Education</b> <b>Karin Priem</b> University of Luxembourg
<b>Professor Henriette Amado and the Clashes with the Brazilian Ditatorial Government (1965-1971)</b>	<b>The Expertocratic Disciplining of Teachers Around 1960</b> <b>Daniel Tröhler</b> University of Vienna	<b>From An Unexpected Corner: Christian Workers’ Educational Movements And Methods That Worked For Rights, Community And Participation In Dictatorial Spain.</b> <b>Carlos Martinez Valle</b> University of Complutense
<b>A3 SES 02 B</b>	<b>A4 SES 02 A</b>	<b>A4 SES 02 B</b>
<b>Teaching the Teachers – Objectives, Actors, and Themes of In-Service Teacher Training</b> <i>Chair(s):</i> <b>Daniel Töpfer</b> (Humboldt-Universität zu Berlin) <i>Discussant(s):</i> <b>Marcelo Caruso</b> (Humboldt-Universität zu Berlin)  <i>Presentations of the Panel</i>	<b>Teacher Educators and the Circulation of “Newness” in Late Nineteenth- and Twentieth-Century East Asian Education (Part 1)</b> <i>Chair(s):</i> <b>Kaiyi Li</b> (Leibniz Institute for Educational Media  Georg Eckert Institute, Germany) <i>Discussant(s):</i> <b>Thomas Popkewitz</b> (University of Wisconsin–Madison, US)  <i>Presentations of the Panel</i>	<b>Movements and Representation of Memory and the ‘more than’ in Writing Histories of Teachers and the Scenes of Teaching</b> <i>Chair(s):</i> <b>Julie McLeod</b> (University of Melbourne) <i>Discussant(s):</i> <b>Inés Dussel</b> (DIE-CINVESTAV)  <i>Presentations of the Panel</i>
<b>Inspectors Educating Teachers – Improving Elementary Schools Through Supervision in 19th Century Prussia</b> <b>Anna Lindner</b> Humboldt-Universität zu Berlin	<b>Continuing Challenge for Implementing Progressive Education: Shinichiro Hori and Kinokuni Children’s Village Schools in Japan, 1960s-1990s</b> <b>Yoko Yamasaki</b> Mukogawa Women’s University, Japan	<b>On Disappointment and Destiny: Teacher Memory, Minor Encounters and the Promises of 1970s Radical Schooling</b> <b>Julie McLeod</b> University of Melbourne
<b>"So Many Serious, Intensely Professional Teachers": U.S. Schoolteachers’ Summer Education, 1880s-1930s</b> <b>Christine Ogren</b> University of Iowa	<b>Debates on “New” Education in the Teachers’ Magazine Life Orientation in Postwar Japan</b> <b>Ami Kobayashi</b> University of Kaiserslautern-Landau, Germany	<b>Affective, Atmospheric and Material Memory Work: Working Through the Researchers’ Entanglements with the Past</b> <b>Lisa Rosén Rasmussen</b> Aarhus University
<b>Conceptual Alterations in Secondary Teacher Education in Hungary in the Interwar Period: The Case of Teachers with English Subject</b> <b>Bernadett Krupa<sup>1</sup>, Imre Garai<sup>2</sup></b> <sup>1</sup> Doctoral School of Education, ELTE Eötvös Loránd University, <sup>2</sup> Institute of Education, ELTE Eötvös Loránd University	<b>Adapting American Progressive Education: Zhang Yaoxiang and the Social Efficiency Paradigm in Modern China</b> <b>Ying Zhou</b> Xiamen University, China	<b>Noticing the Power of the Childless Woman in my 1970s and 1980s Education beyond Primary School</b> <b>Lottie Hoare</b> University of Cambridge
<b>The Pedagogical Readings as a Further Education Format in the German Democratic Republic</b> <b>Felix Linström, Katja Koch</b> Institute for Special Education		<b>Layers of Space-Tme - Analyzing Racialized Students’ Memories of Danish Schooling of the 1970s and 1980s through Multiple Spatiality and iTme</b> <b>Jin Hui Li</b> Aalborg University



	Development and Rehabilitation, University of Rostock		
	<b>A5 SES 02 A</b>  <b>The Biography Of Teaching Objects To Study The History Of Teaching: The Methodological Proposal Of The TOH Group. PART 2</b> <i>Chair(s): Maria Cristina Morandini (Università di Torino)</i>  <i>Presentations of the Panel</i>  <b>Biographing Educational Objects: A Practical Case Study On Froebel Gifts And Their Analytical Methodology</b> <b>M<sup>a</sup> José Martínez Ruiz-Funes<sup>1</sup>, José Pedro Marín-Murcia<sup>2</sup></b> <sup>1</sup> Universidad de Murcia, <sup>2</sup> Universidad Complutense de Madrid  <b>The Slate And Its Use In Schools In France From 1814 To 1914</b> <b>Marguerite Marguerite Figeac-Monthus</b> Université de Bordeaux  <b>Games And Educational Toys: Their Use In Teaching And Educating Young Italians After The Unification Of Italy</b> <b>Ilaria Mattioni</b> Università di Torino  <b>Cata-LOH's Innovation In The Use Of The Commercial Catalog Of Teaching Aids As A Source Of Historical-Educational Research</b> <b>Francesca Davida Pizzigoni</b> University of Turin	<b>A5 SES 02 B</b>  <b>Desks, Chairs, Tables, Teaching and Learning in Twentieth Century New South Wales</b>  <b>MCE Wall Maps: Cultural Artefacts and Pedagogical Technologies in Education (19th - 20th Century)</b>  <b>Giuseppina Pizzigoni's Rinnovata school artifacts preserved at the Museo della Scuola e dell'Educazione 'Mauro Laeng' (MuSEd) in Rome</b>  <b>Prosopography Of Teachers Inventing Tools For Mathematics Education (France, 19th Century).</b>	<b>A6 SES 02 A</b>  <b>Giovanni Bollea Beyond the University: Education for Postwar Families in Italy</b>  <b>Preschool and Primary school teachers through NO-DO (1943-1975)</b>  <b>"But Provisions Should be Made for Old Age and Illness." Swiss Kindergarten Teachers Battle for Better Salary and Social Secureness.</b>  <b>"Outside the Gate": A Historical Discourse Analysis of Norwegian Kindergarten Teachers' Didactic Practices in Arenas of Cultural Formation</b>
	<b>A7 SES 02 A</b>  <b>Images That Taught Too Much. School Iconographies and Iconoclashes During Socialist Education in Mexico (1932-1935)</b>  <b>The Image as a Teacher: Didactical Dimensions, Strategies of Showing, and Modes of Depiction in Illustrated Broadsheets</b>  <b>Teachings on Space: Material Culture and 'Civility' Texts in Argentina (1870-1910)</b>  <b>Beyond Pedagogy: Rethinking the Nature Study Movement through Social and Environmental Histories</b>	<b>A8 SES 02 A</b>  <b>Teachers in Conceição Do Arroio: Interlocutions Between Memory and Literature</b>  <b>Traces and Representations of the Teaching Being in 19th Century Mexican Literature</b>  <b>"Dora Lice and Clarissa: Representations of Teaching in Literary Works (Brazil, Early 20th Century)"</b>  <b>Teachers in Ink and Paper: Representations of Teachers in Brazilian Children's Literature from the Early 20th Century</b>	
<b>12:30pm - 2:00pm</b>	<b>Break 03: Lunch</b>		
<b>2:00pm - 3:30pm</b>	<b>A1 SES 03 A</b>  <b>International Issues and Professional Practices. Higher Education Teachers in the Context of the Cold War (France,</b>	<b>A1 SES 03 B</b>  <b>Gender and Authority, Part 2</b> <i>Chair(s): Diana Gonçalves Vidal (Universidade Sao Paolo)</i> <i>Discussant(s): Diana Gonçalves Vidal</i>	<b>A1 SES 03 C</b>  <b>Anti-racist perspectives in discourses about the black teacher Sebastiana Maria Vieira (Paraná, 1940-1980)</b>

<p><b>USA, Hungary, USSR)</b>  <i>Chair(s): Jean-François Condette</i>          (University of Lille)  <i>Discussant(s): Damiano Matasci</i>          (University of Geneva)</p> <p><i>Presentations of the Panel</i></p> <p><b>Americanizing Soviet Studies and Delegitimizing Exiled Teachers, a Cold War Issue</b>  <u>Justine Faure</u>          University of Lille</p> <p><b>From Subversion to Institutionalization? Introducing a Critique of the USSR into the Curriculum of the MGIMO (1953-1964)</b>  <u>Pierre-Louis Six</u>          Ecole Normale Supérieure</p> <p><b>Teaching Foreign Students in Global Cold War Hungary: Professional and Pedagogical Practices Confronting Socialist Internationalism (1960s-1990s)</b>  <u>Jules Siran</u>          University of Geneva</p> <p><b>The Agrégation: Instrument For the Professionalisation of Russian Studies in France in a Cold War Context Favourable to their Expansion</b>  <u>Sandra Dominique</u>          Université Paris Cité</p>	<p>(Universidade Sao Paolo)</p> <p><i>Presentations of the Panel</i></p> <p><b>Questioning Ambition in a Teaching Couple: the Case of the Female Headmistress and the Male Art Teacher (France, Mid-nineteenth Century)</b>  <u>Rebecca Elizabeth Rogers</u>          Université Paris Cité</p> <p><b>The Itineraries of Local Authorities in Marseille in Third Republic France: Gender, Education, Notability</b>  <u>Amandine Charvet</u>          Cerlis (Université Paris Cité)</p> <p><b>Personal and Collective Ambitions in Public and Private Female Education (France, first half of XXth Century)</b>  <u>Maud Bourret Delebarre</u>          Université de Lille</p>	<p><b>Teach for What? From Guerrilla Teacher to Militant Teacher in Mozambique (1964 and 1974)</b></p> <p><b>Identity and Performance of Teacher Sandra Haydée Petit in Afro-referenced Education</b></p> <p><b>The Training of Teachers and School Managers in the Pedagogy Program - Faculdade Adventista de Educação – São Paulo, Brazil</b></p>
<p><b>A1 SES 03 D</b></p> <p><b>Historical Consciousness And The Development Of A Values-Based Gramscian Dialectic Within Current Neoliberal Narratives Of Teacher Education</b></p> <p><b>The Transformation of Teaching in Turkey: Neoliberalism and the Shifting Identity of Teachers (1980–2013)</b></p> <p><b>The Teacher in the conception of Giovanni Gentile</b></p> <p><b>The Artist as Teacher: Pedagogical Theory and Experimental Methodologies of the Soviet Avant-Garde at Vkhutemas-Vkhutein (1920–1930)</b></p>	<p><b>A2 SES 03 A</b></p> <p><b>Absurdities of Teaching: Challenges, Inadequacies and Disappointments, 18th to 20th Century</b>  <i>Chair(s): Johannes Westberg</i>          (University of Groningen)</p> <p><i>Presentations of the Panel</i></p> <p><b>Absurdities of Teaching Reading and Writing: Problems of Alphabetization in the 18th Century</b>  <u>Esther Berner</u>          Helmut Schmidt University Hamburg</p> <p><b>Absurdities of Teaching: Cheating in Secondary Schools in Germany in the 19th and Early 20th Centuries</b>  <u>Groppe Carola</u>          Helmut Schmidt University Hamburg</p> <p><b>Absurdities of Teaching: Colonial State Schools in the African Colonies of the German Empire in the 19th Century</b>  <u>Alexandra Raptis</u>          University of Hamburg</p> <p><b>Absurd Stories in Retrospect: Reflections on Teaching in West German Schools in the Aftermath of ‘1968’</b>  <u>Sylvia Kesper-Biermann</u>          University of Hamburg</p>	<p><b>A3 SES 03 A</b></p> <p><b>Part 2 Researching the Past to Save the Future: Teachers, Democracy and the Rise of Populism and Authoritarianism.</b>  <i>Chair(s): Sian Roberts</i> (University of Birmingham)  <i>Discussant(s): Noah Sobe</i> (Loyola University)</p> <p><i>Presentations of the Panel</i></p> <p><b>Other Possible Roads: The Materialization of Educational Utopias And The beginning of Democracy</b>  <u>Eulalia CollelIdemont<sup>1</sup></u>, Josep Casanovas<sup>1</sup>, <u>Raquel Cercos<sup>2</sup></u>, Karine Rivas<sup>1</sup>  <sup>1</sup>University of Vic, <sup>2</sup>University of Barcelona</p> <p><b>From The Past Into The Present And The Future: The Transformative Power Of Art Education And The Democratic Project</b>  <u>Rita McLean<sup>1</sup></u>, <u>Ian Grosvenor<sup>2</sup></u>  <sup>1</sup>Freelance Heritage Consultant, <sup>2</sup>University of Birmingham</p> <p><b>Practicing The Idea That Human Beings Are Historical Beings</b>  <u>Anna Gomez</u>          University of Vic</p>

<p><b>A3 SES 03 B</b></p> <p><b>Troubling Intersections: Montessori Pedagogy, Race, and Disability in Historical Educational Perspectives</b></p> <p><i>Chair(s):</i> <b>Esme Rose Cleall</b> (University of Sheffield)</p> <p><i>Presentations of the Panel</i></p> <p><b>Montessori for the Blind Children: Influence of Progressive Education on Special Education for Blind Children in Belgium (1880 – 1940)</b></p> <p><b><u>Luna Lemoine</u></b> KU Leuven</p> <p><b>In the Name of Progress: A Critical Examination of the Impact of Montessori's Pedagogy on American Deaf Education (1912-1950)</b></p> <p><b><u>Xiaoyu Xiong</u></b> KU Leuven</p> <p><b>The Weavers. An Intersectional Reading of Montessori Pedagogy in Colonial Congo (1913 - 1955)</b></p> <p><b><u>Serena Iacobino</u></b> Université Libre de Bruxelles, KU Leuven</p> <p><b>Montessori Beyond Schools: The Concept of Play in Sweden's Lekotek Movement (1960-1990)</b></p> <p><b><u>Jonathan Schlunck</u></b> Uppsala University</p>	<p><b>A3 SES 03 C</b></p> <p><b>From Sending Students Abroad to Building a New Society: The Case of “Bedi Ziya Egemen”</b></p> <p><b>Travelling Abroad to Improve Teaching Practices: the Case of French Albert Kahn Men and Women Fellows (1905-1939)</b></p> <p><b>World Exhibitions and Educational Nation-Building: French Teachers Delegations to Paris in 1867</b></p> <p><b>Education as worldmaking: Jan van Baal, Netherlands New Guinea, and the crisis of the Papuan child</b></p>	<p><b>A4 SES 03 A</b></p> <p><b>Teacher Educators and the Circulation of “Newness” in Late Nineteenth- and Twentieth-Century East Asian Education (Part 2)</b></p> <p><i>Chair(s):</i> <b>Ying Zhou</b> (Xiamen University, China) <i>Discussant(s):</i> <b>Johannes Westberg</b> (University of Groningen, the Netherlands)</p> <p><i>Presentations of the Panel</i></p> <p><b>Shaping A New Profession: The Qualifications and In-Service Training for Public School Principals in Republican China, 1910s–1940s</b></p> <p><b><u>Lin Li</u></b> East China Normal University, China</p> <p><b>A Century of Media Change and the Subjectification of Teachers: Discourses on Educational Technologies in the 20th century China</b></p> <p><b><u>Kaiyi Li</u></b> Leibniz Institute for Educational Media   Georg Eckert Institute, Germany</p> <p><b>When 'Teachers' Became 'Students': Shifts in Educational Centers in East Asia and the Experiences of Japanese Students in China (1871–1937)</b></p> <p><b><u>Hao Tan</u></b> Tianjin University, China</p> <p><b>Transnational Exchanges and Knowledge Production in East-Asia: Case Studies of University Teachers in Beijing, Kyoto, and Tokyo in the 1920s-1930s</b></p> <p><b><u>Chao Liu</u></b> Zhejiang University, China</p>
<p><b>A4 SES 03 B</b></p> <p><b>Shaping Societies and Lives: Teachers' Roles in Family, Community, and Politics, 1880-1930</b></p> <p><i>Chair(s):</i> <b>Johannes Westberg</b> (University of Groningen) <i>Discussant(s):</i> <b>Heather Ellis</b> (University of Sheffield)</p> <p><i>Presentations of the Panel</i></p> <p><b>Within the Triangle of Family, Church and Society: The Societal Role of the Protestant Teacher in the Netherlands, 1880-1920</b></p> <p><b><u>John Exalto</u><sup>1</sup>, <u>Fred van Lieburg</u><sup>2</sup></b> <sup>1</sup>University of Groningen, <sup>2</sup>Vrije Universiteit Amsterdam</p> <p><b>‘Making the Most of Summer’: Schoolteachers' Self-professionalization Efforts in the United States, 1880s-1930s</b></p> <p><b><u>Christine Ogren</u></b> University of Iowa</p>	<p><b>A5 SES 03 A</b></p> <p><b>The Circulation of Intuitive Teaching in Southern Europe and Latin America (ca. 1870-1940): Transnational Perspectives. Part 1</b></p> <p><i>Chair(s):</i> <b>Eugenia Roldán Vera</b> (DIE-CINVESTAV, Mexico) <i>Discussant(s):</i> <b>Matteo Morandi</b> (Università degli Studi di Pavia, Italy)</p> <p><i>Presentations of the Panel</i></p> <p><b>The Circulation of Intuitive Teaching through School Textbooks in Southern Europe and Latin America, ca. 1870-1940: Genres, Subjects and Methods</b></p> <p><b><u>Eugenia Roldán Vera</u></b> DIE-CINVESTAV, Mexico</p> <p><b>Useful Knowledge in Object Lessons Textbooks: a Comparative Analysis of Content and Thematic Differentiation between Countries</b></p> <p><b><u>Cecilia Valbuena</u>, <u>Ana María</u></b></p>	<p><b>A5 SES 03 B</b></p> <p><b>Socio Materiality Of teaching: School Artifacts And Dissemination Of Female Educational Heritage Through Virtual Museology</b></p> <p><b>Cross the World on a Journey of Millions of Years Through the Geological Heritage of the Camões Secondary School Museum</b></p> <p><b>New Methods Of Museum Education In The Implementation Of The National Pedagogy Of Memory Programme In Hungary</b></p> <p><b>Preserving and Disseminating Teachers' Mathematical Knowledge: School Libraries in the 19th Century France</b></p>



	<p><b>Teachers And Their Family: The Work And Social Life Of A Teacher Household In Swedish Villages, 1880-1920</b>  <b>Johannes Westberg</b>  University of Groningen</p> <p><b>A Teacher Called To Reform Society: The Instrumentalization And Ideologization Of Teachers' Work In Leisure And School Activities</b>  <b>Tomáš Kasper<sup>1</sup>, Dana Kasperová<sup>2</sup>, Veronika Bačová<sup>2</sup></b>  <sup>1</sup>Technical University Liberec/Charles University Prague, <sup>2</sup>Technical University Liberec</p>	<p><b>Badanelli</b>  UNED, Madrid</p> <p><b>The Spanish Reception of the 'Object Lessons' Method through French Authors</b>  <b>Gabriela Ossenbach</b>  UNED, Madrid</p>	
	<p><b>A6 SES 03 A</b></p> <p><b>Teaching the Balkans: Education for Peace in the Interwar Period</b></p> <p><b>The Role of Museum Educators in the Development of Educational Practices: A Historical Perspective with Emphasis on Spatial Organisation</b></p> <p><b>Care Work as Education: Reframing the Teaching Practices of Faculty Wives in the United States 1920-1970</b></p> <p><b>Women's Local Peace Work as Adult Education in the 1930s</b></p>	<p><b>A7 SES 03 A</b></p> <p><b>HBCU Normal Schools' Role in Black American Education, Teacher Development, and Civic Participation, 1865–1915: A Historiographical Survey</b></p>	<p><b>A8 SES 03 A</b></p> <p><b>Portraits of Teachers in a Changing Society: Images of Contemporary Italy Through the Mirror Of Children's Literature</b></p> <p><b>A Few Carrots and a Stick: Public Shaming of a Soviet Teacher in the Pedagogical Press of the Lithuanian SSR</b></p> <p><b>The Representation Of Teachers And School Materials In Italy Through Advertisements Published On Teachers' Journals.</b></p> <p><b>Educational Press As A Catalyst For Literacy: The Case Of The "Courrier De l'Éducation Nationale" In Luxembourg</b></p>
3:30pm - 4:00pm	Break 04: Coffee Break		
4:00pm - 5:00pm	A0 Keynote 1		
5:00pm - 6:00pm	A0 Opening Ceremony		
6:00pm - 7:00pm	A0 Welcome Reception		

Date: Wednesday, 09/July/2025

9:00am - 10:30am	<p><b>A0 SES 04 A: ISCHE 46 Roundtable National Societies Part 1</b> Chair: <b>Christine A. Ogren</b>, University of Iowa Chair: <b>Lisa Rosén Rasmussen</b>, Aarhus Universitet Chair: <b>María del Mar Del Pozo Andrés</b>, University of Alcalá</p> <p><b>ISCHE 46 Roundtable - History of Education Matters: Considering the Shifting Role of Educational History in Teacher Education Part 1</b></p> <p><b><u>Marie Vergnon</u><sup>1</sup>, <u>Nicolás Arata</u><sup>2</sup>, <u>Gabriela Alfonsina Lamelas</u><sup>2</sup>, <u>Myriam Southwell</u><sup>2</sup>, <u>Sevan G. Terzian</u><sup>3</sup>, <u>Carla Cardoso Vilhena</u><sup>4</sup>, <u>Tom Woodin</u><sup>5</sup>, <u>Jonathan Doney</u><sup>5</sup>, <u>Hallier Arnulfo Morales Dueñas</u><sup>6</sup></b></p> <p>1: Association Transdisciplinaire pour les Recherches Historiques sur l'Éducation – ATRHE / France; 2: Sociedad Argentina de Investigación y Enseñanza en Historia de la Educación – SAIEHE / Argentina; 3: History of Education Society – HES / USA; 4: Associação de História da Educação de Portugal – HISTEDUP / Portugal; 5: History of Education Society – HES / UK; 6: Sociedad Mexicana de Historia de la Educación – SOMEHIDE / Mexico</p>	<p><b>A1 SES 04 A</b></p> <p><b>The Networks of Practitioners in Modern Japan: Teachers in Search of Their Roles and Identities</b> <i>Chair(s):</i> <b>Chie Enza</b> (Tokyo Gakugei University) <i>Discussant(s):</i> <b>Akihiko Hashimoto</b> (Japan Women's University, Japan)</p> <p><i>Presentations of the Panel</i></p> <p><b>Teachers' Role Awareness in the Transformation of Educational Research</b> <b><u>Chie Enza</u></b>, Miho Hashimoto Tokyo Gakugei University</p> <p><b>Rethinking the Educational Relationship: Kezō Hirata's Changing Views of the Teaching Profession</b> <b><u>Hisashi Miyano</u></b> Shinshu University</p> <p><b>Advocacy for Creative Arts and Crafts: A Case Study on Progressive Public School Teachers</b> <b><u>Yurio Mochizuki</u></b> Tokyo Gakugei University</p> <p><b>Test-bound Schools in the Test-banned Ages: Principals' Networks Within the Formal Human Relationship</b> <b><u>Akihiko Hashimoto</u></b> Japan Women's University</p>	<p><b>A1 SES 04 B</b></p> <p><b>Preparing Teachers for Rural Life in Canadian Contexts, 1900 – 1950</b> <i>Chair(s):</i> <b>Lynn Lemisko</b> (University of Saskatchewan) <i>Discussant(s):</i> <b>N/a N/a</b> (University of Saskatchewan)</p> <p><i>Presentations of the Panel</i></p> <p><b>"Most of the Students Go to the Rural Schools for their First Experiences in Teaching": Teacher Education in Atlantic Canada</b> <b><u>Frances Helyar</u></b> Lakehead University</p> <p><b>Combatting the Exodus: Central Canada's Normal School Approaches to Help Usher Teachers into the Country Life</b> <b><u>Kurt Clausen</u></b> Nipissing University</p> <p><b>Preparing teachers for rural life on the Canadian Prairies: "Keeping Country Boys and Girls on the Farm"</b> <b><u>Lynn Lemisko</u></b> University of Saskatchewan</p>
	<p><b>A1 SES 04 C</b></p> <p><b>A Fragmented Story: E. Huet's Trajectory as the First Teacher of the Deaf in Brazil</b></p> <p><b>"This Was The Matrix Of My First Astonishments": Trajectory Of Paulo Freire's Teacher Training At SESI/Brazil</b></p> <p><b>Maria Hilma Correia Montenegro's training and professional career in cultural politics in Ceará</b></p> <p><b>Teaching the Socialist Writer: Mentorship, Formalization, and Education in the GDR's Young Authors' Working Groups</b></p>	<p><b>A1 SES 04 D</b></p> <p><b>Purging the Teaching Profession in the Spanish Post-Civil War: Madrid, 1939-1945</b></p> <p><b>The Triple Variations of American History Research in China: Chinese Nationalism, Soviet Marxism, and American Progressive Historiography</b></p> <p><b>Teachers as Architects of Resilience: Education and Emotional Support during the Yom Kippur War (1973–1974)</b></p> <p><b>"Man's Search for Meaning" and Coping Mechanism of Holocaust Survivor Educators</b></p>	<p><b>A1 SES 04 E</b></p> <p><b>Professional Identity: University Extension As A Pathway For Initial Training In The Career</b> <i>Chair(s):</i> <b>Vânia de Fátima Matias</b> (Universidade Estadual de Maringá) <i>Discussant(s):</i> <b>Gina Bressan Schiavon Masson</b> (Universidade Estadual de Maringá)</p> <p><i>Presentations of the Panel</i></p> <p><b>The Role Of Resolution Cne/Ces No. 7/2018 In Shaping A Humanized Professional Identity In Teacher Education</b> <b><u>Luis Otávio de Oliveira Goulart</u></b>, Lorena Mota Catabriga, Gina Bressan Schiavon Masson, Vânia de Fátima Matias Universidade Estadual de Maringá</p> <p><b>The Curricularization Of Extension And Its Influence On Professional Identity In Health Care</b> <b><u>Gina Bressan Schiavon Masson</u></b>, Vânia de Fátima Matias, Lorena Mota Catabriga, Luis Otávio de Oliveira Goulart UEM</p> <p><b>Teacher Training And The</b></p>

		<p><b>Commodification Of Education: Challenges In Shaping Professional Identity</b>  <b><u>Lorena Mota Catabriga</u></b>, Gina Bressan Schiavon Masson, Luis Otávio de Oliveira Goulart, Vânia de Fátima Matias UEM</p> <p><b>Impacts Of Agenda 2030 On The Identity Constitution Of Higher Education Teachers</b>  <b><u>Vânia de Fátima Matias</u></b><sup>1</sup>, Lorena Mota Catabriga<sup>2</sup>, Gina Bressan Schiavon Masson<sup>2</sup>, Luis Otávio de Oliveira Goulart<sup>2</sup>  <sup>1</sup>Universidade Estadual de Maringá,  <sup>2</sup>Universidade Estadual de Maringá</p>
<p><b>A2 SES 04 A</b></p> <p><b>School Teachers facing official requirements Relating to Health in Physical Education in France from End of the 20th Century</b></p> <p><b>Vocational Rehabilitation in Times of War. Re-education of Physically Disabled Soldiers and Civilians of the Great War, 1914-1925</b></p> <p><b>Teaching Aquatic Practices in Argentina: Observations on 6 Bibliographical Sources (1925-1939)</b></p> <p><b>Naturism and body education in Uruguay (1903 - 1934)</b></p>	<p><b>A3 SES 04 A</b></p> <p><b>A Cross-Cultural Comparison of Knowledge Practices regarding 'Learning Disabilities' in Italy, the USA, Germany, and India (1960 – 1990)</b>  <i>Chair(s): <b><u>Michaela Vogt</u></b> (Bielefeld University)</i>  <i>Discussant(s): <b><u>Christian Ydesen</u></b> (University of Zurich)</i>  <i>Presentations of the Panel</i></p> <p><b>A Systematic Literature Review on Diagnostic Procedures for Students with Specific Learning Disabilities (1960-1980): A Cultural Historical Activity Theory Analysis.</b>  <b><u>Özge Erşan</u></b>, <b><u>Frederico Waitoller</u></b>  The University of Illinois Chicago</p> <p><b>The difficult Path towards School Inclusion: Selection and Exclusion of Learning Disabled in Italy (1960-80)</b>  <b><u>Anna Debè</u></b>, <b><u>Simonetta Polenghi</u></b>  Catholic University of the Sacred Heart, Italy</p> <p><b>Between Conceptual Ambiguity and Increasing Professionalization - A Critical Look at Germany's Special Needs Assessments and its employed Knowledge (1960-1980)</b>  <b><u>Till Neuhaus</u></b>, <b><u>Maria Jose Viteri Paredes</u></b>  Bielefeld University</p> <p><b>Identification of Learning Disabilities in India: Insights from the Post-Colonial Decades (1980-2000)</b>  <b><u>Bhumika Bandodker</u></b>  Bielefeld University</p>	<p><b>A3 SES 04 B</b></p> <p><b>Teacher Identities Shaping and Being Shaped by Knowledge Practices</b>  <i>Chair(s): <b><u>Jesper Eckhardt Larsen</u></b> (University of Inland Norway (INN), Denmark)</i>  <i>Discussant(s): <b><u>Marcelo Caruso</u></b> (Humboldt Universität zu Berlin)</i>  <i>Presentations of the Panel</i></p> <p><b>Teacher Cultures and Knowledge Practices</b>  <b><u>Jesper Eckhardt Larsen</u></b>  University of inland Norway</p> <p><b>Driven by Test aversion? Teachers Reactions to and resistance against psychometric knowledge in West Germany 1960-1980</b>  <b><u>Cristina Alacon Lopez</u></b>  UniWien</p> <p><b>Teachers as Agents of Change or Objects of Control? A conceptualization of teacher agency and professional autonomy</b>  <b><u>Barbara Schulte</u></b>  UniWien</p>
<p><b>A3 SES 04 C</b></p> <p><b>Part 1: Educational Secularizations. Exploring New Impulses for Historical Research Between the Macro- and Micropolitics of Educational Knowledge and Teaching</b>  <i>Chair(s): <b><u>Mette Buchardt</u></b> (Aalborg</i></p>	<p><b>A4 SES 04 A</b></p> <p><b>Chasing the Better: Teachers as Creators and Disseminators of Alternative, Utopian Futures?</b>  <i>Chair(s): <b><u>Joakim Landahl</u></b> (Stockholm University)</i>  <i>Discussant(s): <b><u>Joakim Landahl</u></b> (Stockholm University)</i></p>	<p><b>A4 SES 04 B</b></p> <p><b>Conservative Education Commentary in the Mainstream Press in 1970s-1980s Australia</b></p> <p><b>"O Estado de São Paulo" newspaper Industrialists and the University of São Paulo during</b></p>

<p>University) Discussant(s): <b>Johannes Westberg</b> (University of Groningen)</p> <p><i>Presentations of the Panel</i></p> <p><b>Replacing Priests with Doctors? The 'Medicalization of Education' in Eighteenth-Century France and the Complicated Question of Ideological Secularization</b> <u>Sophie Pia Stieger</u> University of Zürich</p> <p><b>Educational Secularization in Early-Republican Turkey: Language Policy, Nation-Building, and the Sacralization of the State</b> <u>Kevser Muratović</u> University of Vienna</p> <p><b>Reformed Christian Education as a Welfare State Tool for Fostering Democratic Citizens in Post-war Sweden, 1945-1969</b> <u>Emma Hellström</u> Uppsala University</p>	<p><i>Presentations of the Panel</i></p> <p><b>The Dual Nature of Education: Imagined Utopias and Pragmatic Future Imaginings in the Discourse of Vocational Education Teachers (1968-1978)</b> <u>Kirstin Jorns</u> University of Zurich</p> <p><b>Historians of Ideas as Public Intellectuals: Secular Enlightenment and the Sacred in Scandinavian Welfare Societies</b> <u>Synne Myrebøe</u> University of Vienna</p> <p><b>Compassionate Educator or Dispassionate Teaching Machine?: On Visions of Teaching and the Future in Mid-Century America (1950-1970)</b> <u>Ethan Hutt</u> University of North Carolina - Chapel Hill</p> <p><b>Teachers' Promised Land of Consumer Electronics: Technology Providers, Educational Visions and the Emergence of New Policy Networks in Zurich, 1960s-1990s</b> <u>Michael Geiss</u> Zurich University of Teacher Education PHZH, Zurich</p>	<p><b>the "Estado Novo" Period (1937-1945)</b></p> <hr/> <p><b>Teachers Targeted in the Press: Accusations of Guilt for Poor Quality of School</b></p> <hr/> <p><b>At Home And Abroad: The Role Of Women Educated By Diaconal Houses Between Germany And Brazil (1909-1945)</b></p>
<p><b>A5 SES 04 A</b></p> <p><b>Filmstrips And Teachers In France (1950-1970): A Pedagogical And Training Tool?</b></p> <hr/> <p><b>When Radio Enters The Classroom: A Historical And Socio-Material Overview Of Teaching</b></p> <hr/> <p><b>The Technological Environment And Didactic Adaptation In The Early Twentieth Century: Teachers And Cinematograph</b></p> <hr/> <p><b>The Empire In The Lecture Room: Media Of Natural History Education In The Austro-Hungarian Empire, 1864-1918</b></p>	<p><b>A5 SES 04 B</b></p> <p><b>Changes and Continuities in Ethno-Racial Representation in History Textbooks from the 1990s in Portugal</b></p> <hr/> <p><b>The Visual Catechism Of The National Institute Of Education For The Deaf: Catholic Doctrine Through The Use Of Images</b></p> <hr/> <p><b>School Artifacts and Transnational Ideologies: Italian Textbooks in the Education of Emigrant Communities</b></p> <hr/> <p><b>Circulation of Knowledge in Normal Schools: German Pedagogy Books in Mexico</b></p>	<p><b>A6 SES 04 A</b></p> <p><b>Let Children Back to Nature: A Research on Nature Study Movement in American Progressive Era</b></p> <hr/> <p><b>Out-of-school Education for Sick Children Since the 18th Century : from the Hospital to the Child's House.</b></p> <hr/> <p><b>Teachers, Between Hygienic and Educational Concerns: Open-air Schools and Holiday Colonies (France, Italy, Switzerland 1919-1945)</b></p>
<p><b>A7 SES 04 A</b></p> <p><b>Moving Pictures and Fields of Tension: Teachers, Films and Cameras in Socialist Classrooms</b> Chair(s): <b>Sabine Reh</b> (BBF/DIPF Berlin) Discussant(s): <b>Victoria Cain</b> (Northeastern University)</p> <p><i>Presentations of the Panel</i></p> <p><b>Video based Teaching and Teacher-Training in the GDR – Unbounded Hopes in 'Rationalization' of Practices?</b> <u>Cäcilia von Malotki</u></p>		

	BBF/DIPF Berlin  <b>Classroom Cinematography in East Germany (1950-1990) and its Stumbling Blocks</b> <b>Kerrin von Engelhardt</b> Humboldt-Universität zu Berlin  <b>Classroom Videos and Recorded Reflections on Classroom Practice at an East Berlin Research School in the 1980s</b> <b>May Jehle</b> Johannes Gutenberg University Mainz		
<b>10:30am - 11:00am</b>	<b>Break 05: Coffee Break</b>		
<b>11:00am - 12:30pm</b>	<b>A0 SES 05 A: ISCHE 46 Roundtable National Societies Part 2</b> Chair: <b>Juri Meda</b> , Università di Macerata Chair: <b>Nicolás Arata</b> , Universidad Pedagógica Nacional  <b>ISCHE 46 Roundtable - History of Education Matters: Considering the Shifting Role of Educational History in Teacher Education Part 2</b>  <u><b>Esther Berner<sup>1</sup></b></u> , <u><b>María del Carmen Agulló Díaz<sup>2</sup></b></u> , <u><b>Luis María Naya Garmendia<sup>3</sup></b></u> , <u><b>María del Mar Del Pozo Andrés<sup>4</sup></b></u> , <u><b>Lajos Somogyvári<sup>5</sup></b></u> , <u><b>Luana Salvarani<sup>6</sup></b></u> , <u><b>John Exalto<sup>7</sup></b></u> , <u><b>Panagiotis Kimourtzis<sup>8</sup></b></u> , <u><b>Ioannis Betsas<sup>8</sup></b></u> 1: Deutsche Gesellschaft für Erziehungswissenschaft (DGfE) – Sektion Historische Bildungsforschung / Germany; 2: Societat d'Història de l'Educació dels Països de Llengua Catalana – SHEPLC / Spain; 3: Sociedad Española para el Estudio del Patrimonio Histórico-Educativo – SEPHE / Spain; 4: Sociedad Española de Historia de la Educación – SEDHE / Spain; 5: Subcommittee of the History of Education at the Hungarian Academy of Sciences /Hungary; 6: Centro Italiano per la Ricerca Storico Educativa – CIRSE / Italy; 7: Belgisch-Nederlandse Vereniging voor de Geschiedenis van Opvoeding en Onderwijs – BENGGOO / Netherlands; 8: Greek Society of Education Historians – GSEH / Greece	<b>A1 SES 05 A</b>  <b>Professional Experiences Of Female Teachers: A Transnational Comparison</b> <i>Chair(s): <b>Giorgia Masoni</b> (HEP Vaud)</i> <i>Discussant(s): <b>Marie Vergnon</b> (Université de Caen)</i>  <i>Presentations of the Panel</i>  <b>Philippine Kaempfler: A Canton of Vaud Teacher Confronting Challenges Of Gender And Education (1832-1834)</b> <u><b>Carole Siné</b></u> HEP Vaud  <b>From The Household To The Public Sphere: Female Teachers Shaping Home Economics</b> <u><b>Sylviane Tinembart</b></u> , <u><b>Giorgia Masoni</b></u> HEP Vaud  <b>The Career Of Irene Bernasconi: A Pioneer Of Education In Agro Romano</b> <u><b>Martine Gilsoul</b></u> Università degli Studi Roma Tre	<b>A1 SES 05 B</b>  <b>Gender and Authority, Part 3</b> <i>Chair(s): <b>Véra Léon</b> (Cergy Paris Université CYU)</i> <i>Discussant(s): <b>Véra Léon</b> (Cergy Paris Université CYU)</i>  <i>Presentations of the Panel</i>  <b>: The Authority of Fontenay Headmistresses According to Republican Men: the Art of 'Disguising' One's Emotions (France 1880-1939)</b> <u><b>Louise Ferté</b></u> Université de Lille  <b>Emotional Norms and Teacher Authority in France (1880-1960) : a Gendered Perspective.</b> <u><b>Marie-Elise Hunyadi</b></u> Université catholique de l'Ouest  <b>Nightmares as a Media Event: Collecting, Disseminating and Interpreting Dreams about Schooling during the early 20th Century</b> <u><b>Joakim Landahl</b></u> Stockholm University  <b>Approaching the Affective Dimensions of Teacher Training and Teachers' Experimental Work before the 1975 Danish School Reform</b> <u><b>Lisa Rosén Rasmussen</b></u> , <u><b>Pernille Svare Nygaard</b></u> , <u><b>Kamilla Ane Petersen</b></u> Aarhus University
	<b>A1 SES 05 C</b>  <b>The Feminization of Lyceum Teaching Staff During the Dictatorship in Portugal</b>  <b>English Catholic Female Teacher Training: 1855 to 1904.</b>  <b>The profile and role of Greek women teachers during the 19th century: State Regulations and Pedagogical Theories</b>  <b>Feminine Artifacts of Teaching and Learning in the 19th Century</b>	<b>A1 SES 05 D</b>  <b>Teaching, Training and Living Physical Education in the 1960s-1970s: a Singular Profession? The Career of Renée Zoro</b>  <b>Educators of the Body</b>  <b>Teacher History Theses In Spain (1976-2020)</b>  <b>Teachers' Career Paths and Identities in Primary Education: Two Influential Factors in</b>	<b>A1 SES 05 E</b>  <b>The Traditional Jewish Teacher in Folk Culture</b>  <b>Missionary, Political, and Professional: The Roles of Italian Primary School Teachers (1945–1985)</b>  <b>Training by Periodical Publications: The New Approach to Christian Primary Teacher Education in Modern China (1920s-1930s)</b>



	Implementing Comprehensive Sexual Education Lessons.	The Contribution of Bible Studies to National Education in the Jewish Community of Late Ottoman Palestine
<b>A2 SES 05 A</b>	<b>A3 SES 05 A</b>	<b>A3 SES 05 B</b>
<p><b>“Equality or Caste in the Eyes of God?” A 19th C Dilemma in a Missionary Girls’ Boarding School, Madura, India</b></p>	<p><b>The Teachers and Their Health Practices. A Comparative Proposal Between France, Spain, Brazil and Mexico, 19th and 20th Centuries.</b></p> <p><i>Chair(s):</i> <b>Severine Parayre</b> (ICP, France)  <i>Discussant(s):</i> <b>Lucia Martínez-Moctezuma</b> (UAEM, México)</p> <p><i>Presentations of the Panel</i></p>	<p><b>Part 2: Educational Secularizations. Exploring New Impulses for Historical Research Between the Macro- and Micropolitics of Educational Knowledge and Teaching</b></p> <p><i>Chair(s):</i> <b>Mette Buchardt</b> (Aalborg Universitet, Institut for Kultur &amp; Læring)  <i>Discussant(s):</i> <b>Simonetta Polenghi</b> (Università Cattolica del Sacro Cuore)</p> <p><i>Presentations of the Panel</i></p>
<p><b>Missionaries as Teachers. The Commemoration of 16th Century Catholic Orders in the Liberal Education Reform in México (1880-1940)</b></p>	<p><b>When Hygiene Influences The Teaching Practices Of Teachers In 19th Century In France</b></p> <p><b><u>Severine Parayre</u></b> ICP, France</p>	<p><b>The Educational Politization of the Heart or the Protestantization of Ancient Patriotism in the 18th Century</b></p> <p><b><u>Daniel Tröhler</u></b> University of Vienna</p>
<p><b>The Material Culture of Learning In Overseas Missionary Contexts, 1790-1870</b></p>	<p><b>Teaching Representations: The Biology Of Brazilian Republican School In The First Decades Of The Twentieth Century, In A Decolonial Perspective.</b></p> <p><b><u>Maria Cristina Menezes</u></b> Universidade Estadual de Campinas - UNICAMP/Brasil</p>	<p><b>Teachers and Textbook Authors as State-Crafters. Socialist Educational Secularizations in Mid-20th Century Republican Senegal Compared With the NordicC</b></p> <p><b><u>Mette Buchardt</u></b> Aalborg Universitet, Institut for Kultur &amp; Læring</p>
<p><b>The Role Of The Sunday School Commission In The Training Of Teachers In The Evangelical Lutheran Church Of Brazil - (1970-2000)</b></p>	<p><b>Health Care In The Practice Of The Teacher In Rural Mexico, 1921-1940</b></p> <p><b><u>Lucia Martínez Moctezuma</u></b> UAEM. México</p> <p><b>The Representation Of Spanish Teachers In Late Francoism Cinema: Between Tradition And Rupture</b></p> <p><b><u>Valeriano Durán Manso</u></b> Universidad de Sevilla</p>	<p><b>Book Reception</b></p> <p><b><u>Mette Buchardt</u></b> Aalborg Universitet</p>
<b>A3 SES 05 C</b>	<b>A4 SES 05 A</b>	<b>A4 SES 05 B</b>
<p><b>The Representation of The Teacher in The Relationship Between Teaching and the Classical Notion of Bildung</b></p>	<p><b>Secularisation, Religions and Schools in Comparison (Latin America-Europe)</b></p> <p><i>Chair(s):</i> <b>Ismail Ferhat</b> (Université Paris Nanterre)  <i>Discussant(s):</i> <b>Jamal Ahabab</b> (École Pratique de Hautes Études)</p> <p><i>Presentations of the Panel</i></p>	<p><b>The Nexus between Teachers and School Superintendents within the American Educational Supervision System: A Case Study of St. Louis</b></p>
<p><b>Historicizing the Relationship between Theory and Practice in Teacher Education in Brazil</b></p>	<p><b>How to Count Religious Difficulties in Schools? The Case of the French Administration</b></p> <p><b><u>Ismail Ferhat</u></b> Université Paris Nanterre</p>	<p><b>Lost Children – The special function of teachers in (trans-)national out-of area placement of South Tyrolean children in Italy and Austria</b></p>
<p><b>Teaching as an “Intellectual Enterprise”: Educational Philosophies of New York City Teachers in the Progressive Era</b></p>	<p><b>A Sacralization of Schooling at Work? The Hypothesis of a Transfer of Sacredness in Two Republican Contexts: France and Geneva</b></p> <p><b><u>Jean-Charles Buttier</u></b> Université de Genève</p>	<p><b>The “true feminism” by O paiz paper (1910-1922)</b></p>
<p><b>Contours of Conflict, Equity, and Identity: Public Histories of Cultural and Political Negotiation in California’s Educational Landscape</b></p>	<p><b>Demographic Changes, Pedagogical Changes - Religion And Public Schools In Brazil</b></p>	<p><b>A Musical Bridge over the Iron Curtain</b></p>

		<b>Guilherme Ramalho Arduini</b> Instituto Federal de Educação  <b>Laicity, Secularisation, and Secular Education in Mexico</b> <b>Mariana Guadalupe Molina Fuentes</b> Tecnológico de Monterrey	
	<b>A5 SES 05 A</b>  <b>Textbooks for Teacher Training: Transnational Routes of Circulation of the Object Lessons (1855-1886)</b>  <b>From Textbooks to Objects: The Oswego Movement and the Transformation of Teaching Tools in 19th Century America</b>  <b>Approaches and Tools for Teaching Citizenship Through History Education in South Africa</b>  <b>Charting Linguistic Evolution: A CHAT-Inspired Exploration of English Textbooks and Educators in Late Qing China</b>	<b>A6 SES 05 A</b>  <b>The Unknown Story Of Benita Koch-Otte: An Artist Teacher Who Worked With People With Disability During National Socialism In Germany</b>  <b>Pictures from Nowhere: Transforming Ugliness, Disease and Poverty Trough Civic Organisation in Northwest Argentina. The Friends of Education (1937-1944).</b>  <b>Ritualists as Teachers-Pledges as Students: A History of Initiation Activities for U.S. Men's College Social Fraternities</b>  <b>A Historical Look at Camps as Targeted Policies</b>	<b>A8 SES 05 A</b>  <b>Shaping the Socialist Ideal: Constructing the Film Character Gu Sanjuan as a Model Primary School Teacher in 1960s China</b>  <b>Drawing Laughter, Sketching Authority: The Teacher Image in Cartoons of Soviet Children's Newspaper</b>  <b>The Representation of the Teacher in the Kodály Method Through Hungarian Cinema of the 1960s</b>  <b>Hollywood Teachers and the Cinematics of Race in the Classroom, 1995-2007</b>
12:30pm - 2:00pm	A0 Meeting	Break 06: Lunch	
2:00pm - 3:30pm	A0 General Assembly		
3:30pm - 4:00pm	Break 07: Coffee Break		
4:00pm - 5:30pm	<b>A0 SES 06 A</b>  <b>Women and Educational Reform in Japan: a Transnational Discussion in Honor of Joyce Goodman</b> <u>Rebecca Rogers, Setsuko Kagawa, Midor Yamaguchi, Sayaka Nakagomi, Karin Priem, Christine Mayer</u> Université Paris Cité, France	<b>A1 SES 06 A</b>  <b>Intellectual Autobiographies: Academic Memorials and Their Distinct Configurations at the University of São Paulo/Brazil (1970-2013)</b>  <b>Letters From The Future: Exploring Teacher Identities Through Pre-service Teachers' Narratives</b>  <b>The Autobiographical Writing as a Formative Novel. "A Life Realized", by Victor Mercante (1944)</b>  <b>Biographical Self-Representation of Adult Education Instructors in National Socialism: Occupational Ego-Documents as a Source of Historical Research in Adult Education</b>	<b>A1 SES 06 B</b>  <b>Maria Pasqui Marchetti (1880-1955). The Guiding Spirit of Montesca</b>  <b>May O'Brien (nee Miller) 1932-2020: An Aboriginal teacher in a white settler profession</b>  <b>From Jersey to Brussels: the entangled life history of a teacher in the European Schools</b>  <b>Salvatore Raccuglia, an Elementary School Teacher in Southern Italy (1881-1905)</b>

<p><b>A1 SES 06 C</b></p> <p><b>Recovering the Memory of Education Through Female Educators. Representations of Female Role Models in Teacher Training from Pedagogical Thought</b></p> <p><b>Women As Teachers And Writers: Ellen Key And Selma Lagerlöf's Commitment To Education And Women's Rights</b></p> <p><b>The Greatness of Women University President in Modern China: A Case Study of Wu Yi-fang from Ginling Women College</b></p> <p><b>French Women's Education in the Age of Enlightenment (1680-1789)</b></p>	<p><b>A1 SES 06 D</b></p> <p><b>African American Teachers in Early-20th-Century Chicago – Methodological and analytical considerations on an invisible group</b></p> <p><b>Teaching Careers and Mobility in the Province of Sassari at the Turn of the 20th Century: A Statistical Approach</b></p> <p><b>Our Teachers on the Move - Changes in the Place of Teaching and the Connection of Slovenes Before the WW1</b></p> <p><b>From the Imperial Era to the Republican Period: The Arduous Adaptation of Chinese Private Tutors</b></p>	<p><b>A1 SES 06 E</b></p> <p><b>Teachers' Professional Development during the Spanish Transition to Democracy: Bottom up Versus Top-down Educational Transference</b></p> <p><b>Grassroots Protests: Implementation of the Qualification Examination System for Primary School Teachers in the Republic of China</b></p> <p><b>Teacher Identity in the context of Teacher Shortages: Quantification and Emotion in 1970s Switzerland</b></p> <p><b>The Cenide-Ices Network in Spain in the 1970s: Educational Modernisation, ICTs and a Channel for International Educational Trends</b></p>
<p><b>A2 SES 06 A</b></p> <p><b>A Study of the Living Conditions of Rural Teachers in China in the 1930s</b></p> <p><b>Transmission and Translation: The Deaf-mute Primer (《启哑初阶》) and the Introduction of Deaf Education into Late Qing China</b></p> <p><b>The issue of Teacher Training and Their Working and Living Conditions in Sardinia between the Nineteenth and Twentieth Centuries</b></p> <p><b>Working And Living Conditions Of The Teachers Of The First Schools Of The Republic Of Colombia: 1819-1830</b></p>	<p><b>A3 SES 06 A</b></p> <p><b>Teaching for a Better Society – History of Knowledge Perspectives on the Educationalization of the Social</b>  <i>Chair(s): Björn Lundberg</i> (Lund University)  <i>Presentations of the Panel</i></p> <p><b>The Educationalization of Psychology in Teacher Manuals after 1900. Cases from Prussia and the USA</b>  <u>Fanny Isensee</u>, <u>Daniel Töpfer</u>  Humboldt-Universität zu Berlin</p> <p><b>Educationalizing A/Normality. Lessons from Geneva (1910s-1920s)</b>  <u>Ina Hasenöhr</u>  Universität Zürich</p> <p><b>Learning, Teaching and the Promise of Psychological Knowledge: Educational Reform in 1960s West Germany</b>  <u>Jona T. Garz</u>  Universität Zürich</p> <p><b>Collective Teaching for a New Society. Mutual Education of Peers, Teachers and Parents in Alternative Zurich Kindergartens around 1970</b>  <u>Andrea De Vincenti</u>  Pädagogische Hochschule Zürich</p>	<p><b>A3 SES 06 B</b></p> <p><b>Educational (counter)Histories of Hope: Revisiting Utopian Dreams in the History/iography of Education</b>  <i>Chair(s): Pieter/Lisa Verstraete/Rasmussen</i> (KU Leuven/Aarhus University)  <i>Discussant(s): Inés Dussel</i> (CINVESTAV)  <i>Presentations of the Panel</i></p> <p><b>Educational Aesthetics of a Hopeful Future: Teacher Training Practice Schools as Promising Spaces</b>  <u>Lisa Rasmussen</u>  Aarhus University</p> <p><b>Towards an Educational History of Hope: Time, Utopia and the Essence of Education in the Work of Lea Dasberg</b>  <u>Pieter Verstraete</u>  KU Leuven</p> <p><b>Starting from Children or from Teachers, two Alternative Ways to Design the Future: Maria Montessori and Giuseppe Lombardo Radice</b>  <u>Andrea Dessardo</u>  Universita Europea di Roma</p> <p><b>The Racialised Politics of Hope in Histories of Progressive Education: Advocacy for Indigenous Education and Intercultural Understanding</b>  <u>Julie McLeod</u>  University of Melbourne</p>
<p><b>A3 SES 06 C</b></p> <p><b>Navigating Challenges: The Experiences of Heritage Language Teachers in Turkey</b></p>	<p><b>A4 SES 06 A</b></p> <p><b>International Perspectives On Teachers, School Meals And Welfare</b></p>	<p><b>A4 SES 06 B</b></p> <p><b>History of Education in the Making: Its Institutions and Beyond</b></p>

<p><b>Historical Consciousness and Catholic Teaching Practices in Chile, 1900-1925: Education as a "Battlefield for Souls"</b></p>	<p><i>Chair(s):</i> <b>Gary James McCulloch</b> (UCL Institute of Education London)  <i>Discussant(s):</i> <b>Heather Ellis</b> (University of Sheffield)</p> <p><i>Presentations of the Panel</i></p>	<p><b>Thinking about teacher training: the Brazilian Education Association (ABE) on the move (1924-1932)</b></p>
<p><b>The Importance of understanding the Lesson: Lars Levi Laestadius and the Missionary Schools for Sami children.</b></p>	<p><b>'A Very Vexed Question': School Meals Supervision, Teachers, And Professionalisation In England And Wales, c.1906-1968</b>  <b><u>Laura Newman</u></b>  UCL Institute of Education London</p>	<p><b>Where is Gender in the Historiography of LGBTQ+ College Students in the United States?</b></p>
<p><b>Teacher Education, Knowledge Discourses, and the Normative Foundations of Democracy - Norwegian Welfare State After WW II in the Making.</b></p>	<p><b>Social Aspects Of The Teaching Profession And Role In Post-war Greece. Organizing And Running Of School Meals</b>  <b><u>Panagiotis Kimourtzis</u></b><sup>1</sup>, <b><u>Pavlina Nikolopoulou</u></b><sup>2</sup>, <b><u>Ioannis Betsas</u></b><sup>3</sup>, <b><u>Despina Karakatsani</u></b><sup>2</sup>  <sup>1</sup>University of the Aegean, <sup>2</sup>University of Peloponnese, <sup>3</sup>Aristotle University of Thessaloniki</p> <p><b>Food For Thought: Teachers, Teaching, And The Development Of School Meals In Argentina Under The Welfare Era (1930-1960)</b>  <b><u>Felicitas Maria Acosta</u></b>  Universidad Nacional de La Plata and Universidad Nacional de General Sarmiento</p> <p><b>The Role Of Teachers In Shaping Students' Dietary Education: The Italian Case In The 1950s And 1960s</b>  <b><u>Anna Debe</u></b>  Catholic University of the Sacred Heart, Milan</p>	<p><b>Teaching and Democracy: the "Normalization" of Visual Arts Education in the Post-Dictatorship University in Argentina</b></p>
<p><b>A6 SES 06 A</b></p> <p><b>Who Became a Rural Itinerant Teacher? A Discussion on Teacher Qualification in the Field of Social Education in China, 1910s-1930s</b></p> <p><b>José Miguel Pérez Pérez (1896-1936). Teaching understood as a socially committed way of life.</b></p> <p><b>Commitment And Mobilization: Teachers And Evening Classes In The Seine-Inférieure Department In The 19th Century</b></p> <p><b>Teaching as a Teacher Outside the School, Amédée Souchaud and the Complementary Works of the School 1943-1946</b></p>	<p><b>A8 SES 06 A</b></p> <p><b>The Entrails of the Teaching Profession in Times of Precariousness: an Analysis of "O Avesso da pele" (2020)</b></p> <p><b>"Slow and Steady Wins the Race". The Role and Value of Teachers and Teaching in Aidan Chambers' Life and Work</b></p> <p><b>Exemplarity in twentieth-century biographies: Stefan Zweig's Erasmus</b></p> <p><b>Literacy, Ideology, And Educational Policies. A Historical Analysis Of The Normative Acts</b></p>	<p><b>A8 SES 06 B</b></p> <p><b>Whitman as a Public Teacher: The Role of Literary Enlightenment in Poetry and the Construction of National Identity</b></p> <p><b>Rethinking school history through literary sources. The case of "Cuore" by Edmondo De Amicis</b></p> <p><b>Access Denied: The Portrayal Of Female Teachers Within De Amicis' School Stories</b></p> <p><b>"Nation, Modernity, and Progress: Brazilian Secondary School and the Nation-building Issue in the 1930s and 40s"</b></p>

**Date: Thursday, 10/July/2025**

8:00am - 9:30am	A0 Meet the Editors	A1 SES 07 A	A1 SES 07 B
		Progressive Education And Transnational Knowledge Circulation 1900-1940	Belgian Professors And Congolese Students At The Interracial University Of Lovanium (1954-1971)
		Redefining Classroom Roles: The Gradual Eradication of Monitors and the Slow Professionalisation of Teaching in Chilean Primary Education (1840–1900)	The University Professor in the 13th Century: The Trajectory of a Dominican Master at the University of Paris (1252-1256)
		Teachers' Profession in the Convergence of Educational Ideologies in China and France	What to Expect from a Faculty Professor? The Doctorat ès Lettres in the 19th Century
		A Liberal Arts Keystone in Teacher Preparation	David Hume's Search for Academic Positions: Sociological Theories of Trust and the Political and Cultural Life of 18th-Century British Universities
		A1 SES 07 C	A1 SES 07 D
		Revisiting The 1972 James Report On Teacher Education And Training	The Interaction between Educational Wall charts and Teachers' Instruction in China in the Perspective of Image Historiography (1949-2000)
		Docile Yet Desirable: Discourses of Suitable Teachers in Sweden, 1842–2024	'Teacher's Day': traces of a profession in Curriculum History
		For the Rescue of the Nation: Discourse and Practice of Teacher Education in the Late Qing Dynasty (1898-1911)	The Change of the Meaning on Shidian Ceremony and the Construction of the Custom of Respecting Teachers in East Asia
		Analysis of Teacher Types and Reconstruction of Educational Landscape in Classical Era: Centered around Isocrates	Fight for Rights: The Birth of the First Teacher's Day in China
			Before Normal Schools: The Training Practices Of Women Entering The Teaching Profession In Uruguay (1865–1882)
			The Identity of Primary School Female Teachers in the Discourse of School Principals: A Documentary Analysis (1947–2021)
			Women educators in the Democratic Transition. Protagonists of the Movements of Pedagogical Renewal (Spain, 1970-1990).
			Carmen de Burgos as a Teacher and Defender of Women's Rights
		A2 SES 07 A	A3 SES 07 A
		Teaching Work In Primary Education: Legal Requirements And Municipal Debate In The City Of Uberabinha-MG, Brazil (1892-1899)	Teaching and Education Under Review – Fluid and Uncertain Knowledges in the Second Half of the 20th Century <i>Chair(s): Andreas Hoffmann-Ocon</i> (Zurich University of Teacher Education)
		The Specificity of Early Childhood Education Teachers in Relation to School Spaces and Times: an Analysis of Brazilian Legal Documents.	<i>Presentations of the Panel</i>
		The Challenges Facing Primary School Teachers: Case Studies from the South of Italy	Preparing Teachers for New Ways of Teaching? The Circulation of Therapeutising Knowledges in Pedagogical Debates – German-speaking Switzerland 1950s-1980s <u>Andrea De Vincenti, Norbert Grube,</u> Andreas Hoffmann-Ocon Zurich University of Teacher Education
		Teacher Conceptualisation in the Primary School Curriculum in Ireland 1900-1926: From	The Subcultural Way: Teaching without Teachers Analysing
			A3 SES 07 B
			Teaching Teachers: The History of Education At The Start Of The 20th Century: Competing Conceptions In Textbooks
			The Representations of Enforced Disappearance in Chilean Historical Textbooks
			School magazines in Spain during the Franco's Regime: La Voz de la Escuela
			Continuous Training and Cultural Heritage in São Tomé and Príncipe: The Case of Visual and Workshop Education teachers



<p><b>Facilitator of Learning to “Moulder” of Children</b></p>	<p><b>Subcultural Magazines and Pop Productions 1960s-1980s. Youth Movements in German-speaking Switzerland</b>  <b><u>Tomas Bascio</u></b>  Zurich University of Teacher Education</p> <p><b>Teaching and Learning for Europe – Multilingualism, Mobility and Multiculturalism in School Support Programmes in the Early 1990s</b>  <b><u>Julia Kurig, Sabine Reh</u></b>  BBF   Research Library for the History of Education</p>	
<p><b>A4 SES 07 A</b></p> <p><b>State and Educational Inspection: the Case of Female Inspectors Sanctioned by Franco's Dictatorship in Catalunya, Balears and País Valencià.</b></p> <p><b>Crafting a Tool to Tame Teachers: A Conceptual History of Shide in Post-socialist China (1982-2012)</b></p> <p><b>Inspectoral Judgement And The Standardisation Of Teaching Practices In Colonial Reunion Under The Third Republic</b></p> <p><b>Inspection, Census And Record: The Production Of Movement Maps Of School Groups In São Paulo, Brazil</b></p>	<p><b>A8 SES 07 A</b></p> <p><b>A Profession of One's Own: Female Teachers and Their Education in the Late Ottoman Women's Magazines (1870–1921)</b></p> <p><b>Representation of Teachers in Hungarian Joke Magazines in the Late 19th Century</b></p> <p><b>French is Taught: Teaching Work and Teaching Objectives in Advertisements in the Jornal Diário de Pernambuco (1830-1836)</b></p> <p><b>Education, Press and Gender: The educational legacy of women at the end of the 19th Century in the Spanish context.</b></p>	<p><b>B1 SES 07 A: Media and Ideological Influences in Educational History</b>  Chair: <b>Karin Priem</b>, University of Luxembourg</p> <p><b>Writing Novels as Public History? Insights from a Project on the History of Out of Home Care (Switzerland)</b></p> <p><b>Escaping from neoliberalism: a Public History of Education project</b></p> <p><b>Social Democracy, Educational Reforms And Religion In Norway After WW II</b></p> <p><b>The Social Media As A Source For The History Of Education: The Study Of “Memoria Tramandaiense” (Facebook's Profile)</b></p> <p><b>Little Mustache, Failed Art Student, and Mein Kampf: The Entertainment Deconstruction of Hitler and Emergent Ultra-Conservatism in Chinese Youth Culture</b></p>
<p><b>B5 SES 07 A</b></p> <p><b>Representations of the Decroly Method in the Work of Irene Lisboa: Critical Analysis and Teacher Training in Portugal (1933-1942)</b></p> <p><b>The Library and Documentation Center (NBDOC): An Educational and Inclusive Reference at the Mario Covas Educational Reference Center</b></p> <p><b>The Science and Its Treasures Education and Written Culture in the Identity Construction of the Waldensian Community in Uruguay (1856–1880)</b></p> <p><b>The Library of Charles Cayx (1793–1858)</b></p> <p><b>Father Nájera's Library, A Space For Instruction And Circulation Of Knowledge In 19th Century</b></p>		

	Guadalajara		
10:00am - 11:30am	<b>A1 SES 08 A</b>	<b>A1 SES 08 B</b>	<b>A1 SES 08 C</b>
	Theory and Practice of Feminist Teachers in 1970s Italy	Defending and representing French teachers abroad: the role of the FPFRE after World War II (1945-1970)	Shaping Education in the Papal State: Teacher Recruitment and Profiles at Collegio Campana (Osimo, Italy, 18th-20th Centuries)
	Women and Teachers: encouraging teaching in the newspaper O sexo Feminino (1873-1890)	Internship Minutes And The Constitution Of The Teacher's Profile: Escola Normal Assunta Fortini/1965 And The First Class Of Interns	Teachers, Teaching and the Perils of War During the Wars of Religion in Paris
	Intersectionality of Gender and Religious Identity: The Experience of Catholic Sisters in U.S. Secular Higher Education, 1967- 2024	Teaching as an Act of Resistance in Puerto Rican Chicago, 1970-1990.	The Catholic Teachers Before Debré Law, Identities And Paths.
	Globalization And Transculturality: American Protestant Missionary Women-Teachers In 19th-Century-Greek Schools	The Republican Teacher: Between Reality and Fiction	D.Luís Caetano de Lima: The trajectory of an "Enlightened" Priest and the Teaching of French in 18th century Portugal.
	<b>A1 SES 08 D</b>	<b>A2 SES 08 A</b>	<b>A3 SES 08 A</b>
	Changing the Master Narratives of Antagonism and Amnesia - History and Citizenship Education in Norway	Jewish Teachers' Professional Paths Under Italian Racial Laws (1938-1943): Multiple Trajectories.	Making The University Free, Critical And Creative: University Teaching By Professors Of Scientific Work Methodology At The Uefs
	Using Historical GIS to Explore Geographical Dimensions of Teacher Education in the United States, 1840s-1920s	Czech Teachers under the Nazi Regime: Working and Living Conditions	Reconciling Pragmatism with Intellectualism: The Modernization of Higher Agricultural Educator Group in the United States (1862-1945)
	Beyond Measurement. Tracing Transatlantic Knowledge Circulation [In Teacher Training] By Following A Stopwatch	Agentic Immigrant Teachers Navigating Under-Resourced Educational Setting	Vincennes or the Desire to Learn: The Human Sciences as Practices of Self-constitution of the Subject of Knowledge (1968-1980)
	<b>A3 SES 08 B</b>	<b>A4 SES 08 A</b>	<b>A5 SES 08 A</b>
	Kaa-Wiichihiitoyaahk: Disrupting Colonial Policies through Métis Early Learning and Child Care	Teachers, Sexual Education, and Normalization: Defining the Boundaries of Sexuality as a Practice of Power in 1940s Turkey	Contemporary Approaches to Teaching History of Education – Cross-national Perspectives
	The access of “black”, “creol”, “goats” and “brown” boys to literate culture: the experience of Casa Pia in Salvador 1850-1899	Rewriting History: John Henrik Clarke’s Pan-Africanist Legacy and the Reconstruction of Knowledge	Great Exhibitions and Hungarian Education - Processes of Self-Representation and Transfer
	The absence of color in Mutual Teaching: the education of blacks in the Brazilian Empire: (1810-1850)	A Discourse on ‘Self-Pollution’ in a Hungarian Educational Journal in the Late 19th Century	“Slow and Steady Wins the Race”. The Role and Value of Teachers and Teaching in Aidan Chambers’ Life and Work
	<b>A8 SES 08 A</b>	<b>B1 SES 08 A: Educational Heritage and Community Engagement</b> Chair: <b>Sian Roberts</b> , University of Birmingham	<b>B2 SES 08 A</b>
	Representation of Teacher in Turkish Cinema	(DES)CONEGUTS HABITUALS, a Project for the Inclusion and Appropriation of Historical-	Systematisation and Segmentation in Secondary Education at the Turn of the Twentieth Century: a Critical and Contextual Revision
	Teacher Identity: Representations in Goodbye Mr.		

<p><b>Chips</b></p> <p><b>The Teacher of Río Escondido (Mexico, 1948): Mission and Martyrdom at the Service of the Homeland</b></p> <p><b>Photographic Representations of Black Schoolteachers in Washington, D.C. during World War Two</b></p>	<p><b>educational Heritage</b></p> <p><b>Public History: Working with Local Historical and Cultural Associations</b></p> <p><b>How do School/Pedagogical Museum Exhibitions Support the Public Histories of Education?</b></p> <p><b>For a Public History of Education: Teacher's Narratives and Teacher Training Proposal</b></p> <p><b>Researching Teachers' Memories through Oral Testimonies: the Sociodynamic Perspective</b></p>	<p><b>Neoliberalism Avant La Lettre. Franco's 1938 Reform Of Secondary Education</b></p> <p><b>The Single Lower Secondary School in Italy as an Agent of Democracy? Teachers' Perspectives and Difficulties</b></p> <p><b>The Rebirth Of Elite Secondary Education In The 1960s</b></p>
<p><b>B3 SES 08 A: Practices of Acquiring Knowledge about Individuals</b> Chair: <b>Fanny Isensee</b>, Humboldt-Universität zu Berlin Chair: <b>Jona T. Garz</b>, University of Zurich</p> <p><b>The Shogun's Examination and the Generation of Test-Bound Knowledge in 18th-19th Century Japan; A Research Map and Historiography.</b></p> <p><b>From Labs to Schools: The Measurement of Intelligence in Mexico, 1925-1940</b></p> <p><b>Becoming Mature, Making Mature, and Examining Maturity: A Material History of Abitur Exam Records and Knowledge Practices</b></p> <p><b>Feeble-mindedness, Backwardness, and the Human Sciences at Stanford: A History of Knowledge and Disability</b></p>	<p><b>B4 SES 08 A</b></p> <p><b>Like a Spider's Web. Operationalizing Intersectionality in the Histories of Girls' Education in Colonial Congo (1934-1959)</b></p> <p><b>Gendered Discourses in Colonial Spaces: An Exploration of Indian Female Education on Colonial Plantations in Natal 1860-1910</b></p> <p><b>Tracing Sudanese Women Teachers' History (1920s - 1960s) Through Colonial Archives, Oral History And Other Archival Practices In Times Of War</b></p> <p><b>Education, Gender and the Coloniality of Knowledge. Ethiopian Secondary School Girls' Student Perspectives in the 1940s-1950s</b></p> <p><b>Dor Registrada no Corpo e na História: Educação, Raça e o Ferule no Brasil do século XIX</b></p>	<p><b>B5 SES 08 A</b></p> <p><b>When Didactics resonates Piaget's theory in teaching and research at the University of São Paulo (1950-1980) - Brazil</b></p> <p><b>The Grammatica Franceza of D. Luís Caetano de Lima and the teaching of French in colonial Brazil</b></p> <p><b>The Discursive Ethos of Primary School Principals in Teacher Performance Evaluation Notebooks from 1947 to 2021.</b></p> <p><b>Brief Review on the Trajectories of Teachers and Written Culture at the School of Arts and Crafts (Uruguay, 1878-1887)</b></p> <p><b>Time As Practical Knowledge For Teachers: Reading And Writing At The Intersection Of Past And Present</b></p>
<p><b>B6 SES 08 A</b></p> <p><b>The French Catholic School And The Franco-Prussian War Of 1870-71</b></p> <p><b>Crises and Educational Renewal in a Complex World, 1870-1950: introduction</b></p> <p><b>John Dewey and the Transformation of Chinese Education During the Reform Era at the Beginning of the 20th Century</b></p> <p><b>Crises and Renewal: The Role of The Globe Magazine (萬國公報) in Educational Reform and Social Transformation in Late Qing China</b></p>		
11:30am	Break 08: Coffee Break	

- 12:00pm	
12:00pm - 1:00pm	A0 Keynote 2
12:30pm - 2:00pm	Break 09: Lunch
3:30pm - 5:30pm	A0 Round Table Archives
7:30pm - 10:30pm	A0 Congress Dinner

Date: Friday, 11/July/2025

9:00am - 10:30am	<b>A1 SES 09 A</b>	<b>A1 SES 09 B</b>	<b>A1 SES 09 C</b>
	<p><b>Part1. Gender, Career Paths And Teaching Careers (19th-20th Centuries). An Example Of The Theoretical Underpinning Of The Sociohistory Of Education</b></p> <p><i>Chair(s):</i> <b>Rita Hofstetter</b> (University Of Geneva) <i>Discussant(s):</i> <b>Jérôme Krop</b> (Université De Nantes FR)</p> <p><i>Presentations of the Panel</i></p> <p><b>Historicity Of The Theory Of Social Fields: A Perspective On The Analysis Of The Careers Of Male-Female Teachers (Beginning Third-Republic).</b> <b>Jérôme Krop</b> Université de Nantes FR</p> <p><b>Married Women Teachers: Careers Through A Gender Lens</b> <b>Carole Siné</b> HEP Vaud CH</p> <p><b>Universalist Versus Differentialist Justice Models? Situation' Married Women Teachers Under The Comparative Lens Of The International Bureau Of Education</b> <b>Rita Hofstetter</b> Université de Genève CH</p>	<p><b>Nursery educators in Mexico 1889-1920. History of a professional identity</b></p> <p><b>Teachers in Argentina: Six Professional Life Stories Across a Century (1860–1960)</b></p> <p><b>Liselott Diem in Uruguay, presence and absence</b></p> <p><b>The Life and Professional Trajectory of Olga Cossettini: Analysis of a Unique Itinerary of Training and Experience</b></p>	<p><b>Becoming A Teacher In Early Nineteenth Century Britain</b></p> <p><b>Genealogy of Collaborative Dynamics in Initial Teacher Training in French-speaking Belgium</b></p> <p><b>Directors Of Teachers' Seminars in Prussia in the 19th Century</b></p>
	<b>A1 SES 09 D</b>	<b>A1 SES 09 E</b>	<b>A2 SES 09 A</b>
	<p><b>Civic Education Legislation in Spain: International Impact and Teachers Reluctance (1978-2020)</b></p> <p><b>Competence Based Teaching and its Implications for Civic Education in the USA and Europe from the 1970s</b></p> <p><b>Do Girls Dislike Math? A Study on their Representation in Mathematics School Textbooks in Spain (1975-2024)</b></p> <p><b>Autobiographies as Historical Sources for Exploring Tutoring in Soviet Latvia, 1945–1991</b></p>	<p><b>Being a Teacher During The Estado Novo In Portugal. A Look Through The Lens Of The Sociodynamic Perspective</b></p> <p><b>A Cursus Honorum For A "Teaching Aristocracy"?</b></p> <p><b>The Scuola Pedagogica, a Psycho-Pedagogical Forge of Italian Teachers in the Early Twentieth Century</b></p> <p><b>The Teacher Identity of the Scholar-Official in Ancient China: A Case Study of Chen Hongmou During the High Qing Era</b></p>	<p><b>Searching for Evidence of Everyday Teaching Practices Across Time and Space.</b> <i>Chair(s):</i> <b>Diana G. Vidal</b> (História da Educação- FEUSP) <i>Discussant(s):</i> <b>Margarida Louro Felgueiras</b> (Universidade do Porto)</p> <p><i>Presentations of the Panel</i></p> <p><b>Figures of Rural School Teachers from the 18th to the 20th Century</b> <b>Anne-Marie Chartier</b> LARHRA-ENS/Lyon 2</p> <p><b>Reconstructing Ordinary Teaching Practices of the Early Twentieth Century: Inferences from Documentary and Oral Sources (México: 1914-1936).</b> <b>Elsie Rockwell</b> Cinvestav, Mexico City</p> <p><b>Between Us: Stories of Ordinary Female Teachers (Rio de Janeiro, 1930s)</b> <b>Diana Goncalves Vidal</b> História da Educação- FEUSP</p>
	<b>A3 SES 09 A</b>	<b>A3 SES 09 B</b>	<b>A4 SES 09 A</b>
	<p><b>Authority and Defiance – Mathilde Vaerting's (1884–1977) Educational Perspectives on</b></p>	<p><b>Journals and the Internationalization of Research in the History of Education:</b></p>	<p><b>"The Local Community and Its Rol in Teaching Professionalization"</b></p>



<p><b>Teaching and Teacher-Student Relationships</b></p> <hr/> <p><b>Punishment Practice And Professional Behaviour. Ambivalent Qualification Requirements For Teachers In Germany At The Beginning Of The 19th Century</b></p> <hr/> <p><b>Controversies and agreements on education and security in Uruguay (2012-2014): The Debate Over Lowering the Age of Criminal Responsibility</b></p> <hr/> <p><b>Flirting with Politics/Retreat to the Classroom. Teachers Responding to Political Upheaval in Contradictory Ways, yet with a Common Pattern</b></p>	<p><b>Linguistic Issues and Editorial Challenges</b>  <i>Chair(s): Clémence Cardon-Quint</i> (University Paul Valéry Montpellier)  <i>Discussant(s): Heather Ellis</i> (University of Sheffield)</p> <p><i>Presentations of the Panel</i></p> <p><b>From Common Schools to Comprehensive Education: Some Lessons Learned from Examining English Language Keywords in the History of Education</b>  <u>Johannes Westberg</u>  University of Groningen</p> <p><b>Practices of Internationalization. Results of the survey</b>  <u>Solenn Huitric</u><sup>1</sup>, Clémence Cardon-Quint<sup>2</sup>  <sup>1</sup>Lyon 2 University, <sup>2</sup>Montpellier 3 University</p> <p><b>Contribution from HEQ - Waiting for Confirmation</b>  <u>To be confirmed To be confirmed</u>  To be confirmed</p> <p><b>Contribution from an Asian Editor [ to be confirmed]</b>  <u>To be confirmed To be confirmed</u>  To be confirmed</p>	<p><b>Policies and Pedagogical Practices in the Regulations of Secondary Education Reforms in Portugal and Brazil (2010-...)</b></p> <hr/> <p><b>George Bancroft and the Search for “Equality of Opportunity” in the 1960’s Ontario School System</b></p> <hr/> <p><b>The Governance Reforms of Church University under Chinese Nationalist and Atheist Regimes: The Case of Shantung Christian University (Cheeloo University)</b></p>
<p><b>A8 SES 09 A</b></p> <hr/> <p><b>“My Advice to You”: A Look at the Advice Columns of Israeli Children’s Periodicals of the 1960s and 1970s</b></p> <hr/> <p><b>A Teacher for the Educational Purpose of Brazilian Broadcasting</b></p> <hr/> <p><b>Between Laughter and Morality: Teachers in Franco-Brazilian Children’s Press (1905-1930)</b></p> <hr/> <p><b>The Representation of Francisco Ferrer in the Brazilian Anarchist Press during the First Republic (1889-1930): Educator and Anarchist</b></p>	<p><b>B1 SES 09 A: Historians of education and the production of public knowledge about teachers (1)</b>  Chair: <b>Sjaak Braster</b>, Erasmus University Rotterdam</p> <hr/> <p><b>From Unknown Teachers to Public Icons: Documentaries, Historians, and the Making of Educational Heroes in Spain</b></p> <hr/> <p><b>Histories of Education, Public Knowledge, and the Role of Historians in Canada</b></p> <hr/> <p><b>Reclaiming the Cossettini Experience in Rosario, Argentina: Public History in the Face of New School</b></p> <hr/> <p><b>Schools, Communities and Heritage Education: Co-Creating Educational Experiences in Local Contexts</b></p>	<p><b>B2 SES 09 A</b></p> <hr/> <p><b>Replacing Teachers: a Challenge Even in the 18th Century? Reflections on French Colleges 1760’s-1770’s.</b></p> <hr/> <p><b>Socio-professional status and civic intervention of Braga Liceu teachers in the Constitutional Monarchy</b></p> <hr/> <p><b>The secondary school teacher training during the Estado Novo in Portugal</b></p> <hr/> <p><b>The Construction of Professional Teaching Thinking: The Contribution of Secondary School Teacher Trainers (50s-60s of the 20th Century)</b></p> <hr/> <p><b>“The Hands and Spirit” of a Lyceum Intellectual Teacher During the Dictatorship in Portugal: the Case of Óscar Lopes (1917-2013)</b></p>
<p><b>B3 SES 09 A: Staging Knowledge and Formats of Knowledge Transfer</b>  Chair: <b>Björn Lundberg</b>, Lund University  Chair: <b>Daniel Töpper</b>, Humboldt-Universität zu Berlin</p> <hr/> <p><b>Teaching Boxes as Knowledge Systems, 1820-1940</b></p> <hr/> <p><b>The Triangle of Idea, Institution, and Instruction: Semantic Isomorphism and Functional</b></p>	<p><b>B4 SES 09 A</b></p> <hr/> <p><b>Teaching in the Colony: Missionary Initiatives and Italian Schools in Eritrea</b></p> <hr/> <p><b>Ngũgĩ wa Thiong’o and the Ambivalence of Colonial Education: Between Exclusion and Resistance in British-Colonial Kenya</b></p>	<p><b>B5 SES 09 A</b></p> <hr/> <p><b>Psychologists-educators in dialogue in Brazil: Helena Antipoff e Emilio Mira y López.</b></p> <hr/> <p><b>The Paulo Bourroul Library and teacher training in São Paulo (19th-21st centuries)</b></p> <hr/> <p><b>Between Brazil and Portugal:</b></p>

	<p><b>Equivalence of Chinese and German Educational Histories (1900–1945)</b></p> <p><b>The making of a global knowledge ritual: United Nations Day celebrations 1948–1963</b></p> <p><b>The Role of Educational Book Publishers in the Transmission of Knowledge in the 20th Century: a Case Study</b></p>	<p><b>Africans into Italians? Colonial Teachers in a New Nation-Empire</b></p> <p><b>Who teaches Whom? A counter-narrative on educational ‘experts’ from the GDR as learners in socialist Mozambique (1967-1989)</b></p>	<p><b>Writings and Readings from Specialists and Primary School Teachers</b></p> <p><b>Evaluation : The Law And The Revista Brasileira De Estudos Pedagógicos Discourse In School Bookkeeping (1970-1984)</b></p> <p><b>Ways To Write About Your Work: a Study on the EAFEUSP Teachers’ “Work Diaries” (2010 - ...)</b></p>
	<p><b>B6 SES 09 A</b></p> <p><b>The Application of the Montessori Method in the Agro Romano (1915-1919) through the Work of Irene Bernasconi</b></p> <p><b>1930s: The Intellectual and Political Evolution of Educational Activists in the Face of the Disillusionment of Pacifist Education</b></p> <p><b>Montessori pedagogical model applied to orphaned children during World War I: the action of the Società Umanitaria of Milan (1917-1923)</b></p>		
10:30am - 11:00am	Break 10: Coffee Break		
11:00am - 12:30pm	<p><b>A1 SES 10 A</b></p> <p><b>Part2. Gender, Career Paths And Teaching Careers (19th-20th Centuries). An Example Of The Theoretical Underpinning Of The Sociohistory Of Education</b></p> <p><i>Chair(s): Rita Hofstetter</i> (Université de Genève CH)</p> <p><i>Discussant(s): Jérôme Krop</i> (Université de Nantes FR)</p> <p><i>Presentations of the Panel</i></p> <p><b>Professionalisation And Feminisation In The Upper Primary Schools Of The Third Republic: The Paradoxes Of Recognising Women As Teaching Professionals</b></p> <p><b><u>Amandine Charvet</u></b> Université de Paris FR</p> <p><b>Persistent Inequality: The Situation Of Women Teachers Under The Comparative Magnifying Glass Of The International Bureau Of Education</b></p> <p><b><u>Bernard Schneuwly</u></b> Université de Genève CH</p> <p><b>Socio-historical Evolution Of Teacher Labor Markets In French-speaking Belgium</b></p> <p><b><u>Sandrine Lothaire, Estelle Desablens</u></b> Université de Mons (Belgique)</p>	<p><b>A1 SES 10 B</b></p> <p><b>The Loss Of Attractiveness Of The Teaching Profession In France: A Socio-historical Analysis Of A Structural Crisis And Its Effects.</b></p> <p><b>Sociohistory of the 'Professeurs Relais' System and the Sociocultural and Professional Trajectories of These Teachers.</b></p> <p><b>Social Promotion Through Teaching? A Socio-Historical Approach To Early Remuneration Schemes (France, 1957-2024)</b></p> <p><b>Professional Community Of Teachers As A Driver Of Educational Innovation:A Brief History Of A Participatory And Community Experience</b></p>	<p><b>A1 SES 10 C</b></p> <p><b>Careers of secondary teachers at Leconte de Lisle Lycée in Reunion Island during the interwar period</b></p> <p><b>The First World War of Briton High School Professors</b></p> <p><b>Teachers in Spanish Guinea under the Second Republic (1931-1936)</b></p> <p><b>Social Trajectory and Identity Representations of Regionalist Teachers of the Second Twentieth Century</b></p>

<p><b>The Baltic German sholars between the Russian Empire and FRG - the example of Rudolf Meyer</b></p>		
<p><b>Isaura Guimarães: A Look at the Teaching of a Lay Teacher in the 20th Century in the Interior of Piauí</b></p>		
<p><b>A1 SES 10 D</b></p> <p><b>Antonio Lombardo and the Spread of Infant Schools in Southern Italy (1848-1867)</b></p>	<p><b>A3 SES 10 A</b></p> <p><b>Reconstructing the Professional Training Programme at the London Day Training College and Institute of Education (1918-1939)</b></p>	<p><b>A3 SES 10 B</b></p> <p><b>Teaching in Primary Education in Luxembourg: the History of Science Curriculum, Practices and Professionalization</b></p>
<p><b>The Training of Early Childhood Educators at the Instituto de Educação Infantil, Portugal (1954–1977)</b></p>	<p><b>The Commission on Economics in Teacher Education: An Intellectual and Organisational History (1952–1954)</b></p>	<p><b>The Traditions, New Aspirations and Frameworks of Drawing Education in Hungary Between 1867-1918</b></p>
<p><b>Men As Early Childhood Educators. From The Preferred To The Absent</b></p>	<p><b>History in Motion: Reflections on Teacher Training in the Visual Arts Course at UFPel - Brazil (1949-2021)</b></p>	<p><b>Histories of Science Education: Empowering Researchers in Didactics of Science to Historicize their Field and their Practices</b></p>
<p><b>From Governess to Teacher: Policies and Practices for Preschool Teacher Training from the Ottoman Empire to the Republic</b></p>	<p><b>Faculty of Medicine of Natal: From the Creation of the Course to the Formation of the First Class (1955-1961)</b></p>	<p><b>Articulations Between the Intuitive Method and Curriculum Integration in Natural Sciences During Empire and Republic in Brazil: Research Notes</b></p>
<p><b>A3 SES 10 C</b></p> <p><b>The Pedagogical Phenomenon of Vasyl Suhkomlynskyi's The School of Joy</b></p>	<p><b>A4 SES 10 A</b></p>	<p><b>A6 SES 10 B</b></p> <p><b>Works of Art for the Socially Underprivileged: Manuel Bartolomé Cossío's (1857 – 1935) Concept of Popular Education</b></p>
<p><b>Faria de Vasconcelos And The Ethical Dimension of Pedagogical Decisions</b></p>		<p><b>The Book and the World: Higher Education Navigating Uncertainty</b></p>
<p><b>Feliciano Lorenzo Gelices and His Perspective on Equal Opportunities in Education During the Franco Regime (1948-1968)</b></p>		<p><b>The Curricular Internship in Teacher Training During the Covid-19 Pandemic in the Context of the History of Education</b></p>
<p><b>Pierre Bovet and the training of rural teachers in Brazil (1952)</b></p>		<p><b>Origin of "Dialogue Teaching": Re-comparison of Confucius and Socrates' Teaching Ideals and Exploration of Contemporary Values</b></p>
<p><b>A6 SES 10 C</b></p> <p><b>Ex nihilo. Jewish Teachers and Caregivers in the Orphans' Home directed by Janusz Korczak and Stefania Wilczyńska.</b></p>	<p><b>A8 SES 10 A</b></p>	<p><b>B1 SES 10 A: Historians of education and the production of public knowledge about teachers (2)</b> Chair: <b>Francisca Comas Rubí</b>, Universidad de las Islas Baleares</p>
<p><b>The Challenges of Education in African Prisons from 2000 to 2023</b></p>		<p><b>Educators in Exile. On the (Non)Discussion of Educational Thought from Exile in Germany after World War II.</b></p>
<p><b>Limits And Possibilities Of The</b></p>		<p><b>The 100th Anniversary of the Birth of Mario Lodi Between Collective Memory and Public</b></p>

	<p><b>Relationship Between Teachers And School Spaces</b></p> <p>The campaign carried out by the Industrial School of Natal for the benefit of the Natal Detention House (1948 -1951)</p>		<p><b>History (2021-2024)</b></p> <p>A Cloister-like Secondary Teacher Training Boarding School on the Slopes of the Gellért Hill in Budapest</p> <p>Struggling for common ground: Public Teaching and Shared Commemoration of October 10 in Carinthia</p>
	<p><b>B2 SES 10 A</b></p> <p><b>Constructing the Convent School Secondary Curriculum: Examples from Mother Cabrini's Global Network, 1880-1926</b></p> <p><b>Two Sides of Secondary Education Reforms after the Communist Coup in Slovakia (1948)</b></p> <p><b>Expansion of Secondary Education in Turkey (1963-77)</b></p> <p><b>Envisioned Real Utopias? 'Rebellious' Imaginings of the Future in the Zurich Apprenticeship Movement (1968-1978)</b></p>	<p><b>B3 SES 10 A: Expertization of Knowledge in Teacher Training and Sex Education</b> Chair: <b>Daniel Töpper</b>, Humboldt-Universität zu Berlin Chair: <b>Joakim Landahl</b>, Stockholm University</p> <p><b>Subjectivation Through Revolutionary Knowledge? The Project Of Educating An Homme Nouveau In The French Revolution 1789-1796</b></p> <p><b>Providing Inspectorial Knowledge: Preparatory Courses for School Inspectors at Teacher Seminaries in 19th Century Prussia</b></p> <p><b>"They Are Used To Latin Expressions" – Expert Knowledges In Hungarian School-Based Sex Education In The 1970s And 1980s</b></p> <p><b>Incorporating Contested Knowledge: Norm-critical Approaches to Gender and Sexuality in the Norwegian School System (ca. 2009-2022).</b></p>	<p><b>B4 SES 10 A</b></p> <p><b>'Showing them the great capabilities of the soil': Revisiting the History of Agricultural and Industrial Education in early Post-Independence Ghana.</b></p> <p><b>Citizenship Education in Mauritius' Cultural Framework for Education: Curricular Transposition and interculturality in Textbooks</b></p> <p><b>The struggles for independence in Africa and the Educational Agenda of Unified Black Movement: an analyses of the Afro-Latino-América Supplement</b></p> <p><b>Loyalities and Citizenships in the Malagasy Context</b></p> <p><b>UNESCO's Development and Humanist Traditions: The Case of South Africa (1945-1994)</b></p>
	<p><b>B5 SES 10 A</b></p> <p><b>The Destruction and Rebirth of the University Libraries during the Tudor Dynasty</b></p> <p><b>LITERACY AND COLONIZATION IN BRAZIL: from the Renaissance to the Enlightenment</b></p> <p><b>Elementary School Teachers as Collectors of Pedagogical Knowledge: The German Teachers' Library in Berlin around 1900</b></p> <p><b>Bridging Eras: The Transition of Library Culture from the Pre-Internet Era to Modern Teacher Education</b></p>	<p><b>B6 SES 10 A</b></p> <p><b>English Educational Model and French School Reformers (1939-1947)</b></p> <p><b>Crises and Educational Renewal in a Complex World, 1870-1950: Perspectives</b></p> <p><b>Austrian Rural School Renewal after 1945. Reform and Continuity as an Answer to Post-war Crisis and Modernization Crisis</b></p> <p><b>Educational Activities in the Refugee Camp for German Refugees in Denmark after WW2</b></p> <p><b>Research on Modern China's Participation in UNESCO's Efforts to Promote Post-war Educational Revival (1942-1950)</b></p>	
<b>1:00pm - 2:00pm</b>	<b>Break 11: Lunch</b>		
<b>3:30pm</b>	<b>A0 Closing Ceremony</b>		

-  
4:00pm |



Date: Tuesday, 15/July/2025

9:00am - 10:30am	<b>A1 ONLINE 01 A</b>	<b>A3 ONLINE 01 A</b>	<b>A4 ONLINE 01 A</b>	<b>A5 ONLINE 01 A</b>
	<p><b>The Aging Faculty and Early Retirement Incentives in American Higher Education</b></p> <p><b>Professionalization and Specialization – Academization Policy in Teacher Education, 1971-1999</b></p> <p><b>Immigrant Women Teachers in the Ottoman Empire (1877-1914)</b></p> <p><b>Female Teachers' Education in Greece at the Beginning of the 20th Century: Criticism and Proposals for Improvement</b></p>	<p><b>Montessori teacher training in the handouts of Maria Teresa Marchetti Adami and Anna Maria Maccheroni: a comparative analysis</b></p> <p><b>Globalizing Teacher Education: The Historical Role of 'Normal Schools' in Shaping Teacher Training Systems Across Cultures</b></p> <p><b>Romanian Historiographical Landmarks for an "active School"</b></p> <p><b>Educational revival in Ukraine (late 19th century). Sofia Rusova, humanist pedagogue</b></p>	<p><b>Transforming Theory and Practice: The History of Education for Children with Disabilities in Hungary, 1945–1956</b></p> <p><b>The Expansion of Primary Schooling in Northern Espírito Santo, Brazil: Teachers as Cultural Mediators</b></p> <p><b>Teachers' Relations With The Local Community In Austrian Galicia In The Second Half Of The 19th Century.</b></p> <p><b>Elementary Teachers In Alpine Communities In The 19th Century: The Time Of Peasant Schoolmasters (1815-1880)</b></p>	<p><b>Learning to Count in Post-Unification Italy: Teaching Aids, Educational Practices and Problems of Mathematical Literacy</b></p> <p><b>Janusz Korczak's Influence on the Writing of Student's Magazines in Pre-State Israel</b></p> <p><b>Study on the Evolution of Independent Enrollment Policies of Chinese Universities</b></p>
11:00am - 12:30pm	<b>A1 ONLINE 02 A</b>	<b>A2 ONLINE 02 A</b>	<b>A3 ONLINE 02 A</b>	<b>A5 ONLINE 02 A</b>
	<p><b>Challenges of Facilitators and Facilitating in Adult Literacy Education in Nigeria, 1999-2011</b></p> <p><b>The Organisation Of The Professional Life Of Kindergarten Teachers In Hungary</b></p> <p><b>The Education of Prisoners in Sicily in the Second Half of the 19th Century</b></p> <p><b>Silvio Ceccato "Maestro Inverosimile". The Italian Road To The Intelligent Artefact</b></p>	<p><b>B3 ONLINE 01 A: Exploring Forms and Means of Knowledge Circulation in the 20th Century</b> Chair: <b>Joel Barnes</b>, University of Queensland Chair: <b>Fanny Isensee</b>, Humboldt-Universität zu Berlin</p> <p><b>The Popularization of Historical Knowledge: A Study of German Secondary School History Textbooks (1871-1914)</b></p> <p><b>Group Journal Memories of Home Economics Knowledge in a Postwar Context</b></p> <p><b>New Experts in the Web: Journalists Fred and Grace Hechinger and the Postwar Expansion of Educational Knowledge</b></p>	<p><b>The Nursery Schools Teacher in 19th-century France, a Hidden Authority Figure? (1833-1900)</b></p> <p><b>Freinet Teachers in the (post)colonial Space and Free Text : A Complex Way of Practicing Universality</b></p> <p><b>Georges Demeny, Pleasure and Physical</b></p>	<p><b>The Circulation of Intuitive Teaching in Southern Europe and Latin America (ca. 1870-1940): Transnational Perspectives. Part 2</b> <i>Chair(s):</i> <b>Eugenia Roldán Vera</b> (DIE-CINVESTAV, Mexico) <i>Discussant(s):</i> <b>Matteo Morandi</b> (Università degli Studi di Pavia, Italy)</p> <p><i>Presentations of the Panel</i></p>

	<p><b>Parallels between the Careers of Secondary School History Textbook Authors in Hungary (1867-1918)</b></p> <p><b>The Rural Kindergarten Movement in Sicily: the Asilo Rurale Principe di Scordia and the Educatorio Whitaker in Palermo (1867-1930)</b></p>	<p><b>Narratives From The 20th Century</b></p>	<p><b>Education: Notes for a Problematization in Brazil (1910-1949)</b></p> <p><b>Interdisciplinarity at the Heart of «education à » Since the 1970s, Between Emerging and Institutionalization in France.</b></p>	<p><b>Intuitive Teaching in History Textbooks. Argentina and Brazil, 1890-1930</b>  <b><u>Mariana Alcobre<sup>1</sup>, Paulo Eduardo Dias de Mello<sup>2</sup></u></b>  <sup>1</sup>Biblioteca Nacional de Maestros, Buenos Aires, Argentina, <sup>2</sup>Universidade Estadual de Ponta Grossa, Brasil</p> <p><b>The Books for Object Lessons by Luis G. León: Author, Adaptor and Translator. The Transnational Character of his Production</b>  <b><u>Rosalía Menéndez Martínez</u></b>  Universidad Pedagógica Nacional, Mexico</p> <p><b>International Influences of the Intuitive Method in the Cuban Textbooks on School Hygiene and Handicraft, 1902-1929</b>  <b><u>Yoel Cordoví Núñez</u></b>  Instituto de Historia de Cuba, La Habana, Cuba</p> <p><b>“Object Lessons Taught more Vividly”. Reflections on the Intuitive Method and School Excursions in Spain and Argentina</b>  <b><u>Paula Alejandra Serrao</u></b>  Università degli Studi di Torino, Italy</p>
<p><b>2:30pm - 4:00pm</b></p>	<p><b>A1 ONLINE 03 A</b></p> <p><b>Teaching in American Young Men's Industrial Schools: Changing Justifications between 1900 and 1967</b></p> <p><b>Home Demonstration Agents and Jeanes Teachers: Black Women Teacher Leaders and Rural Black Education in the US South</b></p> <p><b>Black Male Educators, Racial Battle Fatigue, and the Desegregation of Schools in the American South</b></p>	<p><b>A1 ONLINE 03 B</b></p> <p><b>Training of Teachers and Professionalism in Nigeria, 1842-2024: Policy Issues in the Era of Artificial Intelligence and Ways Forward</b></p> <p><b>Biographical Portraits Of Ukrainian Pedagogues At The Crossroads Of Epochs (Second Half Of The 19th Century – Early 21st Century)</b></p> <p><b>Identity and Work of Teaching and Management Staff of the Ricci Infant School in Macerata Between 19th and 20th Centuries</b></p>	<p><b>A2 ONLINE 03 A</b></p> <p><b>Training And Decent Salaries For Teachers. A Fair Request In The Spanish Press Of The 20th Century</b></p> <p><b>Kindergarten Teachers In Early Twentieth-Century Italy: «Badly Paid, Poorly Known, Forgotten, And Looked Down Upon»*</b></p> <p><b>The Emídio Cavalcanti Polyvalent School and the Articulation between Secondary and Vocational Education (1977-1995)</b></p>	<p><b>A3 ONLINE 03 A</b></p> <p><b>The International Circulation of Knowledge and Teacher Training in Brazil</b>  <b>Chair(s): Clarice Loureiro</b>  (University of Geneva)</p> <p><i>Presentations of the Panel</i></p> <p><b>Thomistic Psychology and the Active School in Brazilian Education: the Conferences of the Jesuit Educator Father Leonel Franca (1893-1948).</b>  <b><u>Raquel Martins Assis</u></b>  Federal University of Minas Gerais</p> <p><b>Giacomo Lorenzini and the Circulation of a Psychology of Education Project Between Italy and Brazil (1940-1950)</b>  <b><u>Rodolfo Luis Leite Batista</u></b>  Federal University of Juiz de Fora</p>

				<b>Adolphe Ferrière's Brief Visit to Brazil (1930): Between Appointments and Alliances</b> <b>Clarice Loureiro</b> University of Geneva
	<b>A4 ONLINE 03 A</b>  <b>The Educational Cooperative Community by Ulisse Adorni in 1960s-1980s Italy</b>  <b>The French Pedagogical Mission in Brazil in 1962</b>  <b>The Freinet Movement In Italy: Teacher-Militants. The New Didactic Programmes For Primary Education (1985).</b>  <b>The Implementation Of German Educational Ideas In School Practices In The Russian Empire In The 1870s-1900s</b>	<b>A5 ONLINE 03 A</b>  <b>Early Years of the Buenos Aires Educational Technology Directorate: Its Contributions to the Problematization of Audiovisual Artifacts in Education</b>  <b>School cinematography in Cameroon under French administration 1946-1960</b>  <b>'Believe It Or Not': Religious Education On Television In England In The 1970s</b>  <b>The Debate On The Use Of Cinema At School On The Italian Pedagogical Journal 'La Cultura Popolare' (1911-1922)</b>	<b>B1 ONLINE 03 A: Public History: Performative, Intercultural, Numismatic, and Digital approaches</b> Chair: <b>Gianfranco Bandini</b> , University of Florence  <b>Unlearning the archive: A Performative-Archival Practice as Artistic Research Methodology in the History of Education</b>  <b>Public/Applied history as a tool for teacher Education: a Case Study on Intercultural Issues</b>  <b>Digital Approaches To Preserve The History Of Education In Santa Catarina – Brazil</b>  <b>The Representation of Teachers in Numismatics Between the 19th and 20th Centuries</b>	<b>B2 ONLINE 03 A</b>  <b>Right Turn: Rhodes Boyson's Conversion from Comprehensive Education to Parental Choice</b>  <b>Technical-Vocational Secondary Education in Chile: High Schools Administered by the University of Santiago de Chile</b>  <b>Secondary Teaching in Bill Davis' Ontario, 1960-1985: Sweet Dreams or Sacrifice?</b>
4:30pm - 6:00pm	<b>A1 ONLINE 04 A</b>  <b>The Rural Normal School Mactumactzá in Chiapas, Mexico. A look from its founders</b>  <b>Enrique Romero Brest and the body education in the National Schools of Buenos Aires (end of the 19th century)</b>  <b>Engineers in the Desert: Representations of the Professorship at the School of Engineering in Northwest Mexico, 1967–1980</b>  <b>"Agents of Italianità". A Prosopographic Analysis of the Teaching Staff of Italian Schools in Buenos Aires during the Fascist "Ventennio"</b>	<b>A1 ONLINE 04 B</b>  <b>Teaching as Mission and Transformation in the Proposals of Joan Bardina and Manuel Bartolomé Cossío</b>  <b>The Inclusion Of Training For Nursery School In The Education Of Kindergarten Teachers</b>  <b>Jaime Caiceo Escudero: Outstanding Chilean Educator Committed to the Education in Chile and its Christian Humanist Approach</b>  <b>The teachers of the Masías: Rural School in Castellón (Spain) During the 20th Century.</b>	<b>A2 ONLINE 04 A</b>  <b>It's Worth Being a Teacher: Representations of the Emotional Dimensions of Teaching in Novels, Autobiographies and Teachers' Journals</b>  <b>The Master Craftsman: Education And Training In 19th-Century Brazil</b>  <b>Knowledge teachers in exchange: the teachers of the Ernestina Pessoa Kindergarten (Espírito Santo, Brazil, 1931-1933)</b>  <b>Classroom in the books of J. B. de Mello Souza, full professor at Pedro II High school ( 1938 - 1949)</b>	<b>A3 ONLINE 04 A</b>  <b>Trials of the Decroly Method in public schools in Uruguay. Study trips to Belgium in the 1920s</b>  <b>Instruction for the Blind: Circulation Between Paris and Rio de Janeiro (19th Century)</b>  <b>To what extent do the practices of Heloísa Marinho and Alice Meirelles dialogue with the Evolutionism of the Republican Period?</b>  <b>School And Inclusive Digital Education In Brazil: Creating And Systematizing New Knowledge</b>
	<b>A3 ONLINE 04 B</b>  <b>We Cannot Afford to Wait: Continuous Professional Development During Argentina's Educational</b>	<b>A5 ONLINE 04 A</b>  <b>The Audiovisual Laboratories at André Maurois College: Renewal and Pioneering in French Teaching</b>	<b>A8 ONLINE 04 A</b>  <b>Memories of Black Childhood in the School: Reflections on Learning and Exclusion</b>	

Expansion	(1966-1971)	Louis Germain, the teacher behind Albert Camus' letter
<b>Pedagogical Practices And Realities: A Study Of The Memories Of Future Teachers In The Teacher Training Colleges Of Málaga</b>	<b>Natural Science Museums as a Space for Teacher Training: What to Teach and How to Teach?</b>	<b>The German influence on gymnastics in Uruguay: the case of the Nexo Sport Magazine (1983-2000)</b>
<b>The improvement of "people of goodwill" (México, 1921-1944)</b>	<b>School Material Culture: The John Paul II School Class Diary (1984-1987)</b>	<b>Educating at home for life: teachers' representations based on Cora Coralina (Vila Boa de Goyaz, 1889-1920)</b>
<b>Domingo Faustino Sarmiento at the École Normale de Versailles (1845): the sound regime in the training of the normal teacher</b>	<b>"Legislate with utility": elementary ideas on a National Education System (Diário Fluminense, 1826-1828)</b>	

**Date: Wednesday, 16/July/2025**

<b>9:00am</b> - <b>10:30am</b>	<b>A1 ONLINE 05 A</b>  <b>Historical Evolution of Identity Recognition of Primary and Secondary School Teachers in China since the Reform and Opening-up</b>  <b>Changes in Teaching Methods in 20th Century China and the Transformation of the Teacher's Role</b>  <b>From Workshop To Lectern. Contributions To The History Of Vocational Teachers In Hungary</b>  <b>The reflections of the New Shcool movement in Greece: The story of an educator</b>	<b>A3 ONLINE 05 A</b>	<b>A6 ONLINE 05 A</b>  <b>The Impact of Sukhareva's Child Psychiatric School 100 Years Ago on Autism History</b>  <b>A 'Naxalite Teacher': Jagdish Mahto and his Dreams of Democracy, 1967-1972</b>  <b>The Cultural Management Activities Of Rural Teachers In Hungary In The First Half Of The 20th Century</b>  <b>Activities in Modern Agricultural Education in the U.S. 4-H Club: Early Development, Implementation Strategies, and Overall Characteristics (1901-1945)</b>
<b>11:00am</b> - <b>12:30pm</b>	<b>A1 ONLINE 06 A</b>  <b>The Image of the Socialist Educator in Hungarian Kindergarten Teacher Training During the 1960s</b>  <b>Research on the Development of the Ancient Chinese Official Teacher Assessment System — Based on the Perspective of Historical Institutionalism</b>  <b>The Hungarian Educational Science Between 1945 and 1965</b>  <b>The Teaching Function in the Early Modern Era: Temporary Activity, Partial Function or Profession?</b>	<b>A3 ONLINE 06 A</b>	<b>A6 ONLINE 06 A</b>  <b>Teaching Beyond School Boundaries. The Social Impact of Italian-American Educators in New York's Immigrant Communities (1910-1968)</b>  <b>A monk-teacher in the final days of the World War 2</b>  <b>Popular Children's Literature in the service of education; "The Young Athletes" teaching Israeli students about nationalism and Zionist Ideology.</b>  <b>„The First Is The Female Teacher's Tasteful Style". Can The Female Teacher Follow Fashion?</b>
	<b>A8 ONLINE 06 A</b>  <b>Teaching and Teachers in 19th-Century Portuguese Literature: Critical Reflections on Education and Society</b>  <b>The portrayal of teachers in Clarice Tartufari's literary works</b>  <b>Gianni Rodari. The human formation of the "new man".</b>  <b>The profession of master in the work of G. Bachelard and F. De Bartolomeis</b>		
<b>2:30pm</b> - <b>4:00pm</b>	<b>A1 ONLINE 07 A</b>  <b>The Mission To Educate: Craveiro Costa And Teacher Training In Republican Brazil</b>	<b>A1 ONLINE 07 B</b>  <b>The Teacher as Moral and Existential Model in the Pedagogical Thought of Spranger and Kerschensteiner</b>	<b>A3 ONLINE 07 A</b>  <b>What practices and which schools? Transversalities (1960-2020)</b>



<b>THE HISTORY OF TEACHERS FROM THE MUNICIPAL NETWORK OF PARANAPUÃ -SP (2017 – 2020): Identities and professional paths</b>	<b>"From when I Was a Teacher..." Lifes Stories of the "School Assitants" in the Franco Era.</b>	<b>The Formation of Teachers' Pedagogical Knowledge and Didactic Expertise During the Development of Austrian-Empire School System</b>
<b>Julio César de Mello e Souza: His Conception of Teaching and the Recognition of an Exceptional Educator</b>	<b>Prosopography of the Teaching Profession. A Case Study, the 'María Díaz Jiménez' Teacher Training College (Madrid, 1939-1975).</b>	<b>Normal School in Brazil and the United States of control of "radical vice" (1870-1880)</b>
<b>The First Teachers of the Joaquim Nabuco School Group in Caruaru – PE (1895-1929)</b>	<b>Educating to Nature and through Nature: Lucy Latter, the Missing Link between Froebel, Pestalozzi, and Montessori</b>	<b>Revisiting the Past, Reflecting on the Present: Critical Conversations on Colonialism and Whiteness in Teacher Education</b>
<b>A4 ONLINE 07 A</b>	<b>A5 ONLINE 07 A</b>	<b>A6 ONLINE 07 A</b>
<b>,Translating Politics into Pedagogy': Communist Teachers in the Weimar Republic</b> <i>Chair(s): <b>Daniel Lieb</b> (Friedrich-Schiller-University Jena)</i> <i>Discussant(s): <b>Robert Pfützner</b> (Lucian Blaga University Sibiu)</i>  <i>Presentations of the Panel</i>	<b>Do We Live To Die? Objects Of War In The Mozambican Primary School Textbook (1964-1974)</b>	<b>Sara Cerrini Melauri and the "correspondence" as an educational method in post-World War II Italian primary schools (1951-1966)</b>
<b>Communist Schooling and Education Policy in the Weimar Republic - The Case of Edwin Hoernle</b> <b><u>Sebastian Engelmann</u></b> Karlsruhe University of Education	<b>Black Intellectuals and the Invention of African History as School Knowledge in the Early 20th Century</b>	<b>Women in leadership: mapping the directors of gymnastics institutes in the Journal of Physical Education of the Brazilian Army (1930–1945)</b>
<b>Fritz Ausländer's Struggle for a Progressive History Teaching</b> <b><u>Daniel Lieb</u></b> Friedrich-Schiller-University Jena	<b>Advantages and Unrequited Hopes: Mutual Education Teachers at the Brazilian Imperial Court (1828-1833)</b>	<b>Georges Hébert And The Legitimization Of Sport In Brazilian Sports Clubs In The First Decades Of The 20th Century.</b>
<b>Käte Agerth – Class Struggle as a Question of Everyday Teaching</b> <b><u>Sophia Schorr</u></b> Goethe-University Frankfurt	<b>Directors as Pioneers of Technical Education: the legacy of Industrial Institutes in Portugal in the 19th Century</b>	<b>Education and Community Development in the Central Colony of Ciudad Netzahualcóyotl. The Ecclesial Grassroots Community of Faith and Politics</b>
<b>Educational Discourses and Political Fragmentation in Israeli Education: Teachers and Teaching Through Historical and Ideological Lenses</b> <i>Chair(s): <b>Tali Tadmor-Shimony</b> (Ben Gurion University)</i> <i>Discussant(s): <b>Tali Tadmor-Shimony</b> (Ben Gurion University)</i>  <i>Presentations of the Panel</i>		
<b>150 Years of Fragmented Sovereignty: The Evolution of Hebrew and Israeli Education and Its Enduring Challenges</b> <b><u>Miriam Szamet</u></b> Mandel Foundation Israel, Bar Ilan University		
<b>The Israeli Ministry of Education Between Particular and Universal Visions: four significant Ministers of Education, 1948-2000</b> <b><u>Amir Aizenman</u></b> Oranim College and Tel Hai College		
<b>Religious-Secular Cultural Wars in Israel's Holocaust Education</b>		

	<p><b>Roy Weintraub</b> Hebrew University of Jerusalem</p> <p><b>A Teacher Under the Scrutiny of the Education Inspector in the Bahia Countryside, Between 1938 and 1942.</b></p> <p><b>Who Teaches Who? Teachers' Emotions In The Context Of The History Of Roma Education In Lithuania</b></p>		
	<p><b>B5 ONLINE 07 A</b></p> <p><b>The Practice Of Documenting Teaching Activities: Lessons From Thomas Aquinas (1225–1274) On Memory And The History Of The Teaching Profession</b></p> <p><b>“More Bookshelves than Books”: A History of Reading Promotion Practices of Primary School Teachers in Mexico, 1921-2020</b></p> <p><b>Notes On Gender And Education - Forays Into Heleieth Saffioti's Personal Library (Brazil, 20th Century)</b></p>		
	<p><b>4:30pm - 6:00pm</b></p> <p><b>A1 ONLINE 08 A</b></p> <p><b>Educating By Politicizing And Politicizing By Educating: Social Role Of The Teacher in Freirean Perspective Of Education</b></p> <p><b>Teacher Training, Teaching Performance and Integration of Folklore to School Education in the State of Espírito Santo</b></p> <p><b>Agreements between MEC-INEP/UNICEF/UNESCO and Teacher Training in Central Brazil in the Second Half of the 20th Century</b></p> <p><b>Georges Hébert And “La Méthode Rationnelle”: A Study On The Rationalization Of Gymnastics</b></p>	<p><b>A1 ONLINE 08 B</b></p> <p><b>Teacher Identity in the Brazilian Press: a Collective Construction (1940-1960)</b></p> <p><b>Formação Docente em um Contexto Religioso e Regional na Mata Sul de Pernambuco (1953-1966)</b></p> <p><b>Sex, Race And Family Organization: The Profile Of Primary School Teachers In 19th Century Brazil</b></p> <p><b>Lazarist Teachers/Priests who worked at the Sacred Heart of Jesus Seminary in Diamantina – MG (Brazil) (1950-1964)</b></p>	<p><b>A2 ONLINE 08 A</b></p> <p><b>The Persecution of Teachers in the First Republic in Northeastern Brazil (1901 – 1904)</b></p> <p><b>Civilize, educate and instruct in the Central American Federation (1821-1842)</b></p> <p><b>Education, Hygiene and Working Conditions in the Context of the Spanish Flu in Bahia (1918)</b></p>
	<p><b>A3 ONLINE 08 A</b></p> <p><b>Four Brazilian Teachers in France: Transnational Impacts on the Historiography of Education and on its Field</b></p> <p><b>‘The Physical Education Teacher Must be Well Instructed’. The Draft Organic Law on Physical Education and Professional Training (Argentina, 1924)</b></p> <p><b>Lessons From Educational Ideas Formulated On History Of Knowledge And History Of Education To The Development</b></p>	<p><b>A3 ONLINE 08 B</b></p> <p><b>Project Pedagogy: Definition and Teaching Appropriation</b></p> <p><b>How to develop integral education according to the Brazilian Journal of Pedagogical Studies (RBEP) from 1944 to 1955?</b></p> <p><b>Combining Intelligence with Heart: Affective Disposition and Teaching (Argentina, 1870-1930)</b></p> <p><b>The Experience and Praxis of the Teacher for the Construction of</b></p>	<p><b>A4 ONLINE 08 A</b></p> <p><b>The Intellectual Mediator: Jeremias Pinheiro da Câmara Filho and Vocational Education</b></p> <p><b>District Institutionalization of Racial Affinity Spaces for Teachers of Color</b></p> <p><b>Between People and Places: the Pedagogical Discourses on when to Teach Children to Read and Write</b></p> <p><b>Pedagogical Renewal and Artistic Avant-Gardes: Gerarda</b></p>

Of Nigerian Modern Education	the History of Education and School Culture	Scolamieri at the República de México School (Buenos Aires, Early 20th Century)
Teaching Of Children's Drawing In The Post-World War II Period: Reports By Italian Teachers		
A6 ONLINE 08 A	A8 ONLINE 08 A	B5 ONLINE 08 A
Body Education through Sport: The Experience of the Santos Student Center (Brazil, 1930s)	The Advance Of Women Secondary Teachers In Italy Since The Seventies: A Qualitative Investigation From Filmic Sources	Persian Manuscript Heritage In RN Macedonia - Oriental Treasure At The National And University Library "St. Clement of Ohrid" in Skopje
"The Benefit I got was to Educate the Elders": Tanzanian Adult Literacy Teachers' Participatory Benefits, 1970-1985	Representations of Female Primary School Teachers and Women's Education Through O Repórter Newspaper (1933–1963) from Uberlândia, Minas Gerais, Brazil.	The Teacher's Writing as an Expression of Teacher's Work: an Analysis of Botyra Camorim's Written Production
	Memory and Formation: The Representation of School in "Bisa Bia, Bisa Bel"	Literary Practices of Teaching Students in the Last Civil-military Dictatorship in Uruguay (1977-1985)