
Standing Working Group:**“Objects, Senses and the Material World of Schooling”****Convenors:****Kazuhisa Fujimoto** kazuhisa@ttc.keio.ac.jp**Ian Grosvenor** I.D.GROSVENOR@bham.ac.uk**Noah W. Sobe** nsobe@luc.edu**Mirian J. Warde** mjwarde@uol.com.br

2015-2016 REPORT

The Object, Senses and Material World of Schooling SWG was approved by the ISCHE GA in Istanbul in June 2015. Our inaugural activity is to organize a panel at the 2016 ISCHE conference that serves as an initial mapping of the issues and dynamic our SWG will explore.

Participants (2016)Eulàlia Collelldemont eulalia@uvic.catGeert Thyssen geertthyssen@hotmail.comKatya Braghini katya.braghini@yahoo.com.brMarcus Aurelio Taborda de Oliveira marcustaborda@uol.com.brVera Teresa Valdemarin: vera@fclar.unesp.brGeneral Description of SWG

The “object lesson” or the “intuitive method” was a significant nineteenth and early twentieth century pedagogical innovation in many settings around the globe yet it has generally speaking not yet received systematic, concerted history of education research attention. Of particular significance are the ways that ideas and practices related to teaching through/with objects and in relation to the senses circulated trans-nationally. Many were the ways that information about this set of innovations circulated, including for example the reports of C. Hippeau (1803-1883) and F. Buisson (1841-1932) who, like others either on their own initiative or commissioned by various governments, produced detailed reports on new developments in the educational field in America and in Europe. Object teaching could be praised for its modernizing qualities, its alignment with the child’s nature, as well as for its effectiveness in improving teaching practice. Moreover, it is our contention that this pedagogical movement reorganized pedagogical practice in in depth and breadth that historians of education have only begun to explore.

We find it convenient to refer to the concept of “object teaching” in order to emphasize that what we are grappling with was often represented and named as a system that reorganized pedagogical practice. Through object teaching one could draw a new institutional configuration, a new orientation for teaching procedures, and new learning conditions. Properly managed, object teaching also promised to give rise to a new relationship between adults and children, as well as between them and the surrounding world.

In order to systematically examine the authors, concepts, works and models that were mobilized to build, in different cultural contexts, nineteenth and early-twentieth century pedagogical reforms oriented around “objects,” the material world, and alleged movement from the specific to the general and vice-versa, we propose to convene an ISCHE Standing Working Group that explores these issues as a set of historical events in the long process of educating the senses, sensibilities and the sensible.