
Standing Working Group:

“Objects, Senses and the Material World of Schooling”

Convenors:

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2016 REPORT

The Object, Senses and Material World of Schooling SWG was approved by the ISCHE GA in Istanbul in June 2015. Our 2016 activity consisted of organizing a 120 minute panel Friday August 19th at the 2016 ISCHE conference that served as an initial mapping of the issues and dynamic our SWG will explore.

81.07 SWG Objects, Senses and the Material World of Schooling: Mapping the Object in the History of Education Location: CLC 105

Chair, *Mirian Jorge Warde (Universidade Federal de São Paulo)*

The experience of the school at the time of the intuitive pedagogic in Spain through fixed and moving images with object-based references (*English*)

Eulàlia Collelldemont (Universitat de Vic - UCC)

Reimagining Education for Health: A Body and Sensory Reading of Child and Adolescent Obesity and Eating Disorders (ca. 1920-2020) (*English*)

Geert Thyssen (Liverpool John Moores University, Università degli Studi di Sassari, Université de Liège)

The intuitive teaching method in the journal *Eschola Pública*: repertoires, ways and means of educational innovation (1893-1897) (*English*)

Vera Teresa Valdemarin (UNESP)

Discussant, *Kazuhisa Fujimoto (Keio University) Ian Grosvenor (University of Birmingham) Noah W Sobe (Loyola University Chicago)*

Participants (2016)

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General 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.

Our SWG aims 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 – exploring these issues as a set of historical events in the long process of educating the senses, sensibilities and the sensible.