



**XXII COLLOQUIUM ON THE HISTORY OF EDUCATION  
TRANSNATIONALITY AND TRANSCULTURALITY IN THE HISTORY OF  
EDUCATION DURING MODERNITY AND CONTEMPORANEITY  
University of Almeria, 11 - 13 September 2024**

On the occasion of the XXII Colloquium on the History of Education at the University of Almeria from 11 - 13 September 2024, this first circular calls for proposals for academic papers dealing with the theme of the transnational and transcultural in the history of education. Historical research in recent years has begun to examine ideas and objects that crossed borders, influenced by postcolonial approaches, new cultural theory and history, cultural anthropology, as well as transnational and transcultural exchange relations and movements. These new trends can be classified as a transnational historiography that includes the study of cultural transfers. This new type of historiographical research attempts to overcome the limitations of the usual national historiography. With its new objects, new practices, and explanatory strategies, it reflects a new understanding of what historians consider to be legitimate objects and methods of their research. The concept of transnational history refers to a research approach that examines the different degrees of interaction, connection, circulation, intersection and intertwining that reach beyond the national state. The idea of cultural transfer is based on an understanding of culture that rejects the concept of homogenous identities and closed national cultures and advocates a broad polycultural definition that reflects the construction of points of reference in particular historical and territorial spaces. Analyses based on the concept of transculturality focus on the movement of material objects or people, as well as ideas, which affect the material culture and symbolic constellation between cultures, paying special attention to interaction and miscegenation. Starting from this central axis of the XXII Colloquium on the History of Education, the following themes are proposed:

- 1) Centres and peripheries: cultural and pedagogical movements and the formation of transnational and transcultural networks.  
The international movement of the New School (new education, progressive education, reform pedagogy); history and scope of national and international pedagogical movements (Institución Libre de Enseñanza; Reggio Emilia; Kindergarten; etc.); reception of pedagogical theories conceived in the centres in the peripheries; history of translations of pedagogical works; the formation of international intellectual networks; history of national and international teacher training; history of rural schools and the scope of their formation; history of education and gender; etc.
- 2) The image of other cultures in national and international pedagogical discourses.  
The formation of one's own national identity in pedagogy through the distinction of the "other"; images of other cultures in national pedagogical discourses; the reception and adaptation of international pedagogical discourses to national pedagogical discourse; history of comparative studies of educational systems of other countries; etc.



- 3) Migrants and migrations in the history of education.  
History of pedagogical attention to Spanish emigrants in receiving countries; history of the educational integration and inclusion of migrants in Spain; history of foreign schools in Spain; history of Spanish schools in other countries.
- 4) The reflection of transnationality and transculturality in the material culture of the school.  
History of objects representing other nations and/or cultures in national schools; history of the representation of other nations and/or cultures in national teaching materials; history of the treatment of other nations and/or cultures in curricula; history of the material and immaterial culture of the school.
- 5) History of environmental education, development education and education for sustainable development goals.  
History of the introduction of environmental education in curricula in different countries; history of the representation of development education and education for sustainable development goals in teaching materials; etc.
- 6) Research, innovation, and teaching in History of Education.  
History of Education in current curricula; History of Education in the reform plans for primary and early childhood education teaching qualifications; current trends in research in History of Education; teaching innovation projects in History of Education.

On the six topics mentioned above, the call for proposals is open for submission to [coloquioalmeria@sedhe.es](mailto:coloquioalmeria@sedhe.es) (papers, thematic panels, and workshops) by means of extended abstracts of a maximum of 2,500 words (including bibliographical references, tables, charts, images, etc.) in all the official languages of the Spanish State, as well as in Portuguese, Italian and English. No more than one paper per author will be accepted, two if they are co-authored and, if accepted, all authors of a paper must register for the Colloquium. Papers must include the author(s), professional details, and the section to which they are addressed. Papers should be sent in a Word document, Times New Roman 12 (text), single-spaced, without footnotes, justified, margins 2.5 and follow APA standards both in the text and in the final references.

### **Deadlines**

Submission of proposals (papers, panels, and workshops): 1 January 2024

Notification of acceptance of proposals: 1 April 2024

Payment of reduced registration fee: until 29 June 2024

Payment of the ordinary registration fee: from 30 June 2024 onwards

Holding of the XXII Colloquium: 11 - 13 September 2024